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ABSTRACT

A committee was established to reexamine guidelines established for the University of Wisconsin's Educational Television Network operations. Subcommittees investigated: (1) program design; (2) publicity and promotion; (3) technical systems; (4) learning centers; and (5) operational procedures. This report summarizes overall recommendations and includes copies of each of the subcommittee reports. (EMH)

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ETN-SCA-SEEN

DEAN'S ADVISORY COMMITTEE

1972

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COMMUNITY PROGRAMS

MONROE COUNTY OFFICE

January 26, 1973

Dean Luke F. Lamb
Educational Communications
University of Wisconsin-Extension
432 North Lake Street
Madison, Wisconsin 53706

Dear Dean Lamb:

Herewith, is enclosed the report from the ETN-SCA-SEEN Advisory Committee that you appointed some months ago. The committee apologizes for the length of time consumed in preparing this report. The committee members, who are located throughout the state, found it difficult to hold meetings and continue subcommittee activities because of other programming responsibilities. However, it is the feeling of the committee that the recommendations that did emerge are of significant value and will prove useful in implementing the many roles of University of Wisconsin-Extension in providing educational opportunities to students throughout the state.

The committee had enough expertise to discuss and develop new programs on a multi-dimensional level. A good example of this was the emergence of the learning center concept or as the committee suggests, instructional resource centers. In addition, the committee developed in-depth reports on program design and technical aspects. Until these matters were resolved, it was difficult to outline the operational procedures and promotion and publicity.

As of this time we feel the committee has fulfilled its obligation. If you desire further discussion of this report or any segment thereof, please do not hesitate to request amplification from any individual committee members or from me.

Sincerely,

Leonard R. Anderson

Leonard R. Anderson
Extension Resource Agent
Monroe County

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ETN-SCA-SEEN ADVISORY COMMITTEE REPORT

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INTRODUCTION

The ETN-SCA-SEEN Advisory Committee was appointed by Dean Luke Lamb, Educational Communications, University of Wisconsin-Extension, to explore and re-examine previous guidelines established for ETN-SCA-SEEN operations. The general areas predefined were (1) program design, (2) publicity and promotion, (3) technical systems, (4) learning centers, and (5) operational procedures. To facilitate study of these areas, it was suggested that subcommittees be formed with committee members volunteering to serve in the area of their special interest.

Considerable time has elapsed since this advisory committee was appointed because of in-depth pursuit of the areas assigned and the broad expanse of discipline involved in committee assignments.

The report is divided into the five subcommittee areas; thus, detail supporting the overall committee's recommendations can be substantiated in following reports. Specific recommendations are included in the summary.

The committee realizes that this report must be reviewed by the University of Wisconsin-Extension Administrative Committee. Once the report has been adopted by this committee, we suggest that the following technique be used to inform the faculty of proposed changes in the operation of the controlled

communications system.

1. The advantage of having broad faculty representation on the committee should be utilized by assigning to committee members responsibility for discussing the report within their respective districts or divisions.
2. Items on the report that are approved by the Administrative Committee should be the basis for the development of a handbook on procedures, program design, promotion and publicity, and operation of the controlled communications system. If a communication system is to be a usable educational tool of University of Wisconsin-Extension, a concerted effort must be made to inform all faculty members of its attributes and limitations.
3. The functional operation of these communication systems is a team effort made up of the department doing the programming, Community Programs Division, and the educational media specialist. Only through a cooperative effort of all units will the students throughout the state benefit.
4. In good program design, we must evaluate our functions on a regular basis. In order to expedite this evaluation process it is recommended that a smaller committee be maintained for the purpose of updating and improving the recommended procedures. This group could serve as mediation between departments on program priorities.

Committee Members

Leonard R. Anderson - chairman, resource agent, Monroe County

Glenn D. Barquest - associate professor, Agricultural Engineering

Russell Baumann - Wisconsin Telephone Company

Richard Florence - continuing education agent

Muriel Fuller - chairman, Communication Arts

Willard Hamm - agricultural agent, Eau Claire County

Richard Hansen - director, Postgraduate Medicine

Helmuth R. Lautenschlager - continuing education agent

Erwin F. Leverenz - resource agent, Lincoln County

Lorne A. Parker - assistant director, Controlled Communications Systems

Beverly Peterson - home economist, Lincoln County

Norbert D. Schachtner - chairman and agricultural agent, Door County

Eugene Starkey - professor of dairy science

Paul M. Tierney - assistatn director, Administrative Services

Constance Threinen - specialist, Women's and Family Living

Dwaine H. Traeder - chairman and agricultural agent, Ashland County

Douglas A. Yanggen - professor, Agricultural Economics

Harry P. Zimmerman - coordinator, Program and Staff Development

Ex Officio Members

Ray Duerst - Public Information

Dennis Gilbertson - engineering coordinator, Controlled Communications Systems

David Jensen - director, Student Services

Orville Hankwitz - communication specialist

Denton Jones - production coordinator, CCS

William Lawrence - continuing education agent

Judy Reed - Public Information

Millie Seaman - program coordinator, CCS

SUMMARY OF RECOMMENDATIONS

Program Design

Program design is basic to presenting a well-designed learning situation for specific clientele. This subcommittee suggests that program orginators consider six stages in their program planning: (1) description of clientele; (2) clarification of purpose; (3) program format; (4) consideration of specific techniques; (5) planning the preparation schedules; and (6) evaluation procedures.

Faculty and administrators should determine when ETN can effectively reach more people and communities than other methods in carrying out the mission of the specific program area. When it has been determined that ETN is the most effective vehicle, responsibility for the ETN programming should be carried by experienced faculty members who have worked enough with the target audience to know their interests and modes of response. These faculty members should also have knowledge of and aptitude for radio broadcasting or public speaking. Teaching style is important, involving the participants in doing more than listening.

Since ETN is a medium for instruction, evaluation is necessary to determine if the educational objectives of the program under consideration have been achieved. The evaluation problem is complex and to meet this need, a program

evaluation checklist (PEC) has been developed. This PEC consists of a list of statements that define specific aspects of a program. Participants are to evaluate each statement to determine how well it fits the description of a program. The subcommittee recommends that after completion of this checklist and preparation of an evaluation report by means of a computer program, the program planners meet with ETN-SCA staff to interpret the data.

Promotion and Publicity

A clear distinction of responsibilities between departments, the Office of Public Information, and county offices is outlined in this subcommittee report and follows a logical sequence.

1. Controlled Communication System logo should be adopted in conjunction with the UW Extension logo. (Exhibit A of report.)
2. A standard format for brochures has been suggested to provide continuity. (Exhibit B of report.)
3. Press releases are the responsibility of the Office of Public Information in cooperation with programming departments and Controlled Communications System.
4. Special press releases should be prepared that are adaptable for use in specific organizational newsletters and publications.
5. Limited newspaper advertising may be prepared for publication in regional Sunday newspapers to provide statewide

coverage.

6. An inexpensive handout listing all of program offerings for a specific semester should be prepared so that county offices can distribute them to various clientele groups.
7. A general promotional poster has been suggested to promote the use of the Controlled Communications System. (Exhibit E of report.)
8. The Office of Public Information will assist departments in preparing feature and human interest stories.

Technical Systems

The present ETN-SCA-SEEN technical systems are near their capacity to meet the programming requirements of departments, divisions, and clientele; however, there are insufficient data on which to formulate the type and amount of increased capacity that will be required in the future. Various alternatives were considered. Based on uncertain projection of future need and estimated cost/benefit ratios, the committee recommends that

- The Director of Controlled Communications System request funding for the 1973-1974 academic year to establish the following ETN-SCA-SEEN network: (1) general circuit, (2) credit course circuit, (3) SEEN audio circuit, (4) SEEN electrowriter circuit, and (5) SCA circuit. The ETN/SCA control room should have the capability of programming over the general credit course and SCA circuits separately or collectively, with the SEEN circuit remaining separate. This involves the creation of a new credit

course circuit based on the proposed learning center locations to provide increased simultaneous program capacity. Annual increased cost is estimated at $18,000.

- The CCS staff receive additional funding during the 1973-1975 biennium to collect data on which to base decisions regarding future needs for ETN-SCA-SEEN technical systems. The estimate annual cost is $6,000. Recommendations are to be made prior to budgeting the 1975-1977 biennium.

Various methods of improving the quality of the present system were considered. Decisions were based again of what data were available and the cost/benefit ratio. The committee recommends that

- New speakers and transmitters be installed at all ETN conference outlets as soon as they have been perfected and can be produced in quantity. Anticipated additional cost is $7,000.
- Minor improvements be made in the procedure for reporting and correcting technical problems, and that additional data be collected on the effect of technical problems on educational programming.

Learning Centers

The committee makes the following recommendations:

1. Learning centers be called Instructional Resource Center (IRC).
2. A pilot project be organized in studio A, Controlled

Communications Center as an instructional resource center and that research studies be developed to determine environments conducive to adult learning. The results of these studies should be applied to other instructional resource centers throughout the state.

3. The organization of 12 learning districts in the state to follow community programs administrative districts as closely as possible.
   (a) Instructional resource centers be established in learning districts for the initial project.
   (b) The establishment of a learning center in each county.

Operational Procedures

The major recommendations of the operational committee are as follows:

1. The initial ETN-SCA-SEEN Advisory Committee established that a faculty person should be identified by each district director to coordinate the ETN-SCA-SEEN programs in each county. This person is called the local program administrator (LPA). The committee suggests that the local program administrators be appointed on a yearly basis in writing by the district director, that a list of local program administrators be approved by the Community Programs administrative committee, and that the CCS department be notified by April 1 of each year.
2. Thus far the ETN-SCA-SEEN systems have been user systems.

The committee strongly recommends that suggested criteria and program planning guidelines be used and enforced by the CCS faculty.

3. The use of ETN-SEEN should be limited to Extension-sponsored programs. The committee recognizes that ETN-SCA-SEEN are effective vehicles for public service, therefore it should be the responsibility of departments to work in conjunction with outside agencies to perform this mission.
4. All ETN-SEEN listening locations must be under the jurisdiction of Extension faculty. Until such time that the communication systems can be secured, other listening locations will not be considered.
5. A scheduling procedure is recommended that will allow departments to reserve time at least nine months in advance. Departments negotiate times with other departments. Any department that can not work out schedule difficulties will be referred to the Advisory Committee for mediation. Departments not using the times reserved in advance will be assessed $100 per hour not used.
6. The committee recommends that instructional design committee procedures to utilize the systems and the program planning criteria as outlined in the report be adopted.

Definition of Terms

In order to establish a common understanding it is the committee's suggestion that the following terms be submitted

and referred to in the utilization of programs transmitted on the ETN-SCA-SEEN systems.

1. Controlled Communications Systems is a department in the Educational Communications Division, one of the five major divisions of University of Wisconsin-Extension. CCS is responsible for the entire ETN-SCA-SEEN operation, including design of programs, coordination between the programming departments and local program administrators, technical operations, engineering of ETN-SCA and SEEN systems, program evaluation, and general administrative functions.
2. Program department means the department or the person responsible for supplying the content and general organization of the ETN-SCA-SEEN program.
3. District director is the person responsible for the supervision of the community programs facility located in the county. It is the responsibility of the district director to administer the ETN-SCA-SEEN locations within his district. It is also the responsibility of the district director to appoint a local program administrator for each ETN-SCA-SEEN listening facility located within his administrative district.
4. Local program administrator is the district director's designee to assume the responsibility of coordinating, promoting, and administrating all programs to be transmitted by the ETN-SCA-SEEN systems at the particular designated listening locations. Each LPA should be

appointed yearly and notified by the district director in writing. A list of LPAs should be provided by each district director to CCS by April of each year.

5. The studio moderator is the person responsible for conducting the ETN-SCA-SEEN programs, either from the campus Old Radio Hall Studio of the University of Wisconsin or from a predesignated location.
6. Local program convener is the person selected by the programming department and by the local program administrator to assist with programs at the local level. The convener can have many roles such as identifying clientele for programs, assisting students in developing a familiarity with appropriate communications systems used and in general, helping people obtain a positive educational experience.

PROGRAM DESIGN SUBCOMMITTEE

REPORT

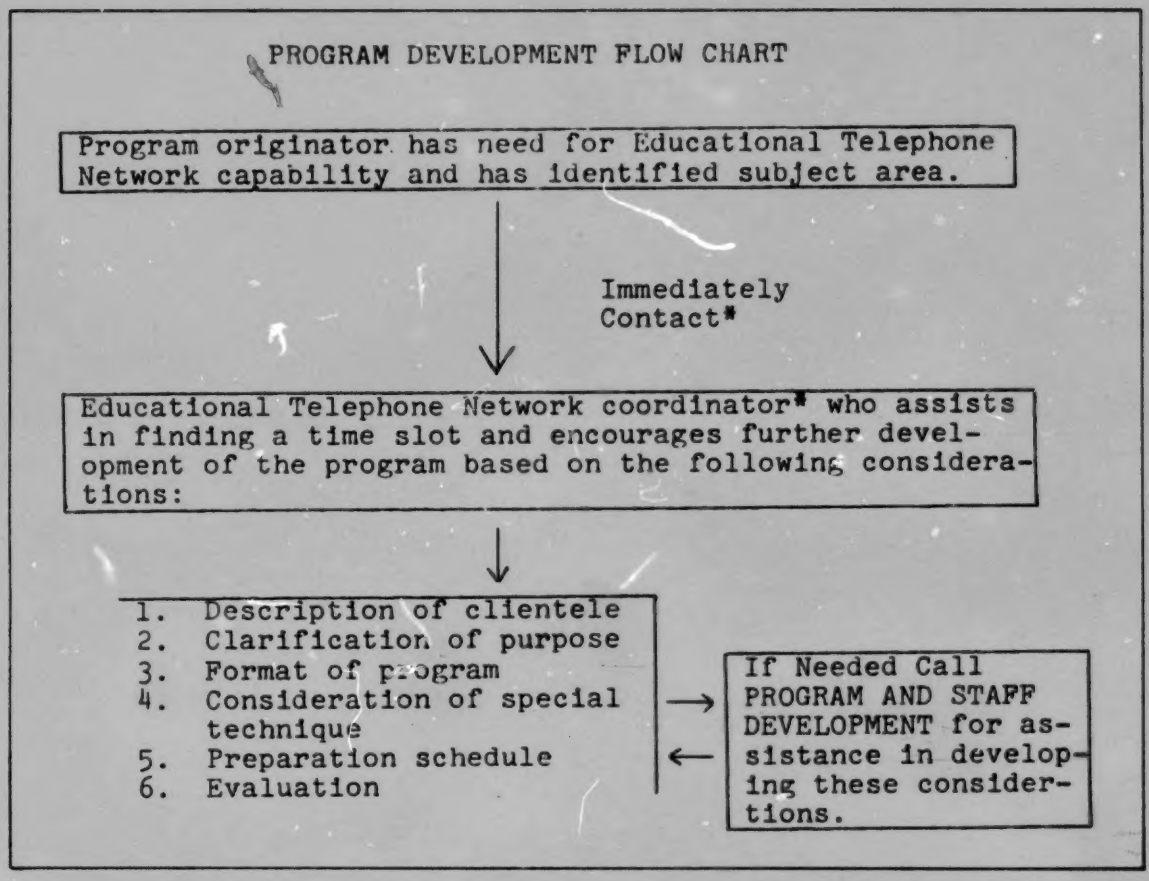
Subcommittee Members

GUIDELINES FOR THE PROGRAM ORIGINATOR

Decisions about when to use Educational Telephone Network begin within the program area. The faculty and administrators need to consider if ETN might accomplish something for them (e.g., effectively reach more people and communities) that they would not be able to do through other means. It should be seen as one of several vehicles that can be used in carrying out the mission of the program area.

Responsibility for ETN programming should be carried by experienced faculty members who have worked enough with the target audience in face-to-face situations to have a sound idea of their interests and modes of response. Authority should rest with a planning group consisting of the content specialist and an ETN coordinator. Whenever possible, the Extension faculty member who works through the ETN should have some knowledge of and an aptitude for radio broadcasting or public speaking and a voice that has warmth and carries well through media. It is desirable to use sample tapes to help perfect these qualities, for Educational Telephone Network does have unique characteristics.

As suggested in Figure 1, there are six parts in planning an ETN program: (1) describing clientele, (2) clarifying the purpose, (3) basic decisions regarding format, (4) planning specific techniques, (5) planning the preparation schedules and (6) evaluation procedures.


PROGRAM DEVELOPMENT FLOW CHART
Program originator has need for Educational Telephone Network capability and has identified subject area.
Immediately Contact*
Educational Telephone Network coordinator* who assists in finding a time slot and encourages further development of the program based on the following considerations:
1. Description of clientele
2. Clarification of purpose
3. Format of program
4. Consideration of special technique
5. Preparation schedule
6. Evaluation
If Needed Call PROGRAM AND STAFF DEVELOPMENT for assistance in developing these considertions.

Basic Decisions

In preparing an ETN program, the program originator needs to have thought through the following: Note: Assistance can be acquired through the Division of Program and Staff Development, University of Wisconsin-Extension.

1. Description of clientele--What is their interest in the subject matter? How intense is the interest? Is there an identifiable reason for the interest? In addition, how was existing knowledge acquired? Where would the clientele most likely go for additional information on

* ETN coordinator must have adequate lead time.

the subject? What is the level of subject knowledge? What is their general attitude toward the subject under consideration? What are their listening habits?

2. Clarification of purpose--What does the program originator wish to accomplish through the ETN program? Is there an interest in simply exposing clientele to content? Is there a certain amount of learning expected? What should participants do with content after the program? Apply it in their own situation? Remember it? Share it with others? Is it appropriate to expect all participants to achieve the same outcomes?

Final decisions about format will be made with the ETN coordinator in a team relationship. However, some exploration of ideas in advance may help the program coordinator get the feel of what he is doing and make more realistic decisions about what he wants to accomplish.

Format, although related to the above, is more specifically concerned with the general scheme for presenting the program. Decision for format should take into consideration the following:

1. How much question and answer time is needed?
2. Is there need for discussion time by local groups?
3. What level of subject detail or abstraction should one deal with?
4. Should the program be taped? What is the logical organization of the content?

5. What are the content limits in terms of time and participants' ability to grasp the main ideas?
6. How much redundancy is needed? What are the key ideas?
7. Has an adequate outline been prepared for the participants? Is there time for summary of key points?
8. Will visuals be used, or other local resources?
9. How much time should be used to introduce the speaker?
10. How long will their (the participants') interest hold?
11. What speech rate should be used? Should there be time for notetaking?
12. What sources for additional information are available to the participants? Is independent study involved?
13. Is this credit or noncredit programming?
14. How much lead time is needed?

Established procedures for face-to-face learning can be used as a guide for developing ETN programs, but the unique characteristics of ETN must be taken into consideration. References on program techniques and appropriate adult education texts will give you information on how to use the various methods in face-to-face situations. You will have to adapt them to ETN.

Specific Techniques

Programs where the basic intent is the provision of information usually include two parts: (a) presentation of the content and (b) opportunity for the participant to interact with that content. Some ideas for presenting content follow. However, many new techniques may come out of planning

a specific program and through experience with the system.

1. Lecture

   It is difficult for one individual to hold attention and effectively guide learning for more than 5 or 10 minutes unless he is particularly dynamic and appeals to the particular participants. Supporting visuals (picture of the resource person, outline of key points, diagrams, charts, etc., either as print handouts, overhead transparencies, or slides) help.

2. Tandem lecture

   Two or three voices cooperate in presenting a somewhat longer lecture either sequentially or in rotation. However, even with the change introduced by change of voice, long inputs of a lecture type should include variation in terms of activity, such as rhetorical questions which make people think, illustrations, or case examples that require an individual to follow along.

3. Symposium

   The symposium is more formal in structure than the panel. It begins with a statement from the ETN-SCA studio moderator about the problem or question and follows with a series of short speeches. After the speeches, the discussion becomes formal as the members of the symposium question one another. Following this exchange, the ETN-SCA listeners may ask questions.

4. Dialogue

   Two experts discuss a topic as they hand the conversational ball back and forth. This is most effective if voices are quite dissimilar and if the two experts can project their own personalities without making the listeners feel excluded.

5. Interview

   Key ideas in the lecture are brought out by interaction between two people, one serving as interviewer and/or reactor, the other as the expert.

6. Quiz the expert

   Four or five individuals, either in the studio or in the listening audience, are assigned given areas on which to question the experts. Each should have a time limit

and should know in what order the general topics have been planned. Experts should also know in advance the general trends that the lines of questions will take. Or, in simpler form, five questions that cover the basic points the lecturer wants to make are designed by him and given to five people to ask.

7. National expert

Educational Telephone Network is particularly adapted to drawing upon experts throughout the United States or world at limited cost. They can participate by telephone from their own home or office. If more convenient, they may be asked to prepare a brief tape of their main points, which can be played; the expert can be brought into the discussion live by means of the telephone hookup.

8. Advance input (particularly important for credit classes)

When you know the audience well and know that (a) you can reach them easily through the mail and (b) they will cooperate and consider material in advance, you may want to rely on preprogram preparation for the basic input before using the ETN program for interaction with the material. If you feel that many in the audience may not have studied sufficiently to carry on that interaction, you will need to find a clever way to review the major points of the assignment without boring those who have studied.

Participants interacting with the material may ask questions for clarity. Regardless of what other activities are used, time should be taken immediately after the presentation so that listeners have the opportunity to ask for information they missed or clarify something they did not understand. Participants may raise questions that will expand the content under consideration.

The listeners may be encouraged to discuss ideas with the speaker for his reaction or share their reactions to ideas provided by the speaker with other members of this group. The moderator or lecturer may want to direct the

audience to discuss among themselves and then to formulate the comment that they want to share with the speaker or the rest of the group. Thus, participants would know ahead of time that everyone's question could not be answered.

The lecturer or studio moderator may present a set of questions or short, easy tasks based upon the input and ask participants to answer them. The participants' responses will help in judging whether the message has been understood.

Providing information is one thing, but in some instances the objective might be to have the participants search for information, to cause them to think or solve a problem. Techniques that may be particularly helpful include the case study method. Instead of opening with a question, the program begins with a narrative about specific people who are facing a particular problem. The issues are presented in vivid form and the group considers various phases and aspects of the problems. (IT IS IMPORTANT TO REALIZE THAT ANY RE-ACTOR SYSTEM MUST BE SET UP BEFOREHAND.)

Instead of the ETN-SCA studio moderator giving a formal statement, a small group may enact a short play that is transmitted to ETN-SCA participants. After the skit, the participants would be invited to participate in a problem-solving situation.

Brainstorming is an informal method of stimulating the imagination to produce ideas. It is not specifically designed to solve a problem, but to accumulate a list of approaches,

possibilities, or schemes.

In a discussion method, which will help participants search out information, the leader makes an opening statement or lecture, opens the discussion, and then urges the group to participate.

In addition to using the ETN-SCA system as a means of giving out information or for problem solving, there are cases where learning takes place through seeing more than one side of an issue or point of view rather than through absorbing information. Content input might be made in the studio as two experts advocate different solutions to a problem and have an opportunity to question each other.

Teaching Style

Your own teaching style is important to ETN programs. Following are some general guidelines:

1. The longer the program the harder it usually is to maintain interest and learning efficiency. Usually an ETN session should be no longer than an hour.

2. ETN programs should involve variation in activities and change in pace.

3. Programs should not be gimmicky and waste time in an attempt to buy acceptability.

4. Activities should be kept simple because you do not have direct control of each learning group.

5. Programs should involve participants in doing more than listening. They should be so designed that they bring about thinking, discussing, problem solving, etc.

6. The balance between the amount of time spent in presentation and the amount in learner participation through discussion needs to be carefully calculated for each group. In general, adults tire of listening and like to get into

the act. However, there may be some reluctance to do so until they master the art of making the ETN system serve their purposes. In working for this balance consider who knows what about what and how easy or difficult it will be for the group to catch hold of the main ideas.

Planning Your Preparation Schedule

Now, how are you going to get the program from paper into action? Design a plan for yourself with deadlines. Remembering that the first session should be one of the strongest, consider these questions:

1. Where is the program going to be originated? Will you need supporting staff to work on the program? If so, what budget?
2. When must promotional materials go out? to whom? how?
3. What lead time do program administrators and conveners need?
4. What about registration?
5. If you will be using visuals, when and how many must be reproduced in order to reach the local outlets in time? When must you have your plans definitely in order for them to be made and reproduced?
6. If you are using guests or sharing the work with others in the unit, how will you synchronize efforts?
7. What amount of time after the program will be needed for follow-up?
8. Do you need to send any other materials to the conveners?
9. Do you need prerecording for backup purposes?
10. Do you have a convener assigned to each station?

ETN-SCA EVALUATION

Development of a Method

Educational Telephone Network is a medium for instruction.

To date, its impact upon an audience of learners has not been thoroughly evaluated. The evaluation problem is complex, involving the measurement of effectiveness in two fields, education and communication.

To meet this needs, a program evaluation checklist (PEC), an evaluation instrument, was developed to study the relationship between the educational telephone system of communication and the educational objectives of a program.

The use of an evaluation system has necessarily required a cooperative effort between content specialists and educational communication specialists. Such effort has led to agreement concerning a number of variables common to the concerns, interests, and objectives of both disciplines. These variables are clustered into the broad categories of (1) the adult participants--their characteristics such as sex and age; and (2) the educational program--the effectiveness of such aspects of the program as its organization and presentation. Such a study of the personal characteristics of adult participants serves to increase the general understanding of the audience and also permits correlation between an anticipated audience and an actual one. The characteristics of adult participants that should be considered include (1) sex, (2) age, (3) educational background, (4) professional experience, (5) present occupational position, (6) major areas of responsibility, and (7) motivation for attendance. Together these characteristics provide a profile of the

adult participant in the ETN-SCA program.

The other major research variable is the educational program itself. It is assumed that expectations of this educational program can be defined and that the organization, presentation, and impact of the program can be systematically measured and evaluated. The expectations of an educational telephone program follow:

1. The program presented over an educational telephone network will involve the development of an atmosphere that is conducive to learning. Specifically, careful consideration will be given to the arrangement of the rooms, seating, and lighting, and to the availability and use of auxiliary equipment.
2. The program will be coordinated with the administrators at each listening station throughout Wisconsin.
3. The program content will be organized and presented to maximize participant understanding and application of course materials.
4. The program will be organized and presented as a well-defined course unit.
5. Some thought should be given to the use of this media and ability to interact.

These expectations were translated into the specific and measurable research variables of the following:

1. Environment--the arrangement of the physical facilities, seating, lighting, etc.

2. Technical components--the functioning of the mechanical components of the program (e.g., telephone equipment).

3. Audiovisual materials--the use of auxiliary materials and equipment (slides, etc.).

4. Convenor's behavior--the performance of the person responsible for the individual listening station.

5. Lecturer's behavior--the delivery of the course material.

6. Program process--the involvement of the participants in the presentation and discussion of the program content.

7. Program influence--the impact of the educational program upon the participants.

Together these variables represent the components of educational communication.

Research and Evaluation Instruments

The rating scale suggested represents a systematic procedure for measurement. The data derived from its use are amenable to simple statistical analysis.

The PEC consists of a list of statements (items) that define specific aspects of a program (content, method of presentation, etc.). The participants are asked to evaluate each statement and determine how well it fits the description of a program. For example, in evaluating the impact of the program, participants are asked to evaluate the statement "People tended to leave before the presentation was completed." Participants record their evaluation by selecting one of four categories: not descriptive, minimally descriptive, somewhat descriptive, and most descriptive.

Evaluation Procedures

1. Evaluation will be built into programs designed for the ETN-SCA systems.

2. Evaluation instruments and materials will be supplied by the ETN-SCA office.

3. Instructions for administering the evaluation will be supplied to the program department so that the evaluation can be an integral part of an ETN-SCA program.

4. At the completion of a program evaluation, the local program convener will collect the instruments and mail them to

   ETN-SCA Evaluation
   University Extension
   Radio Hall
   Madison, Wisconsin 53706

5. The evaluation instruments will be coded and processed by means of a computer program developed for this purpose. From the tabulated data, an evaluation report will be prepared. For the continual improvement of future programming, the data will be interpreted in terms of strengths and weaknesses.

6. Program planners and ETN-SCA staff will evaluate the results of the report at a meeting.

PUBLICITY AND PROMOTIONS SUBCOMMITTEE

REPORT

January 1973

Subcommittee Members

Constance Threinen, chairman
Leonard Anderson
Dick Florence
Willard Hamm
Judy Reed
Ray Duerst
Millie Seaman

Underlying this report is our basic awareness that consistently good program content and technical quality made relevant by local involvement helps create its own publicity and promotion, just as, conversely, no amount of publicity and promotion can very long overcome a reputation for poor quality. Assuming consistently high quality, we submit the following report of problems and recommendations for improvement in publicity and promotions of ETN-SCA-SEEN programs.

Divison of Responsibilities Between Department, Public Information, and County Office Departmental Responsibilities

The department running a program must bear the responsibility for initiating publicity and promotion of its program. Working with the Public Information staff, it should decide what publicity and promotion efforts would be beneficial to its program. If the department coordinator thinks a brochure and news release are needed, it should contact the appropriate persons in the Public Information office for advice and assistance. (The department pays for the cost of brochures but the assistance in layout, final editing, and mailing lists is provided by Public Information at no cost to the department.)

The department then has a responsibility to inform the counties of what publicity its program will have and what help it would like from LPAs. Much of this can be performed through the use of the ETN-SCA-SEEN Program announcement form--such as whether there will be a news release on the

program and when it will arrive in the county offices. In the form, the department should also indicate whether a brochure is planned and, if so, to whom the supply will be distributed. This allows the county office to be prepared for inquiries from that clientele. If the department expects a county office to help distribute brochures or perform any other promotional support, it should contact the counties well in advance so that the county can plan to include it in its workload. Also in the program announcement form, the department should indicate any aids such as audio tapes or slides that will accompany its program. Thus, the county office can prepare for each session properly.

Public Information Responsibilities

The Public Information office is responsible for providing promotional services. The office is responsible for writing all news releases and editing and laying out departmental brochures. It is also responsible for working with departments and determining other promotional channels which may be used to reach prospective clientele. The office is responsible for getting news releases on ETN programs to counties one month prior to each starting date to allow counties time to localize the releases and send them to news media.

County Office Responsibilities

The county office is responsible for promotion of

ETN-SCA-SEEN programs in its county. It is responsible for localizing news releases sent from Public Information and sending copies of the releases to the news media in the county. It is also responsible for informing interested clinetele, of ETN-SEEN offerings. It is responsible for distribution of brochures only when requested by departments, and if resources permit. County offices are encouraged to explore and use other means of promotion of ETN programs, such as mentioning them in agent columns, Homemaker Club newsletters or on radio programs, TV programs, client newsletters, etc.

Logo

An ETN-SCA-SEEN logo should be developed and used on all promotional printed material such as brochures, newspaper ads, fliers, and posters. the UW-Extension logo should also be used. (See Exhibit A for suggested logos.)

Brochures

The brochure with registration blank appears to be the single most essential tool for publicity. A standard format has been developed to insure that no vital information is omitted. (See Exhibit B for standard format.) The brochure should be checked by the ETN-SCA-SEEN office and by Ray Duerst in Public Information before being sent to Duplicating. Six weeks should be allowed for Extension Duplicating to reproduce a brochure. Costs of brochures vary somewhat, but generally

5,000 brochures, 8 1/2" x 11", 2-fold varityped (the size suitable for xeroxing, if necessary), with art work, one-color ink on colored paper, cost $150.

It is suggested that departments which plan to mail brochures check with organizations that may be making mailings to the same clientele group. They will frequently include brochures with their mailings, thus saving Extension costs of mailing.

Press Releases

Public Information prepares one general release on all ETN-SCA-SEEN programs each semester, as well as releases on individual programs. Departments should contact the Public Information office for news releases at least a month and a half before programs are to begin so that PI, in turn, can get the releases to county offices at least a month before the class begins.

Public Information may combine some ETN-SCA-SEEN programs into one release if they are designed for the same clientele, such as three courses for teachers. This is done to reduce the volume received by counties and newspapers.

Since some daily newspapers have circulations beyond their county lines, there should be coordination of news releases sent to those papers. Only the LPA in the county where the paper is located should send a release to that paper, but he should include the addresses of locations in

other counties in the paper's circulation area. This effort should be coordinated by the Public Information office.

Departments are discouraged from mailing their own press releases directly to media. Wisconsin media has asked public information people and Central Administration to reduce the volume of copy from institutions. Public Information, working with county offices, attempts to reduce the problems and yet see that all programs receive attention.

Radio and TV Promotion

The same releases prepared for newspapers should be sent by county offices to radio and TV stations in their area.

Appearances on radio and TV interview programs can be a valuable addition to ETN promotion. Departments, in conjunction with the Controlled Communications Systems department, might prepare audiotapes or slides to distribute to county agents who have their own radio or TV programs. (A list of agents with such programs is attached in Exhibit C.)

Releases for Organization Bulletins

When a clientele group can be reached via existing organizations, the department may find it worthwhile to have a short release drawn up for the bulletins of such organizations. A 60-day lead time is desirable here since the mailing schedules cannot be anticipated. Such releases should be short, perhaps 10 to 12 lines. The department should contact the Public Information office to write the release, providing

it with the address and publication date of the appropriate bulletins.

When dealing with organizations that have both local and statewide operations, thought should be given to possible over-duplication. It might irritate the organization if the Extension department contacts the organization's state office and at the same time county offices request publicity help from the organization's local branches.

Feature Stories

The office of Public Information can also prepare feature stories about a program. Departments can help by providing Public Information with something appropriately newsworthy or of "human interest" so that newspapers will make use of the copy.

Newspaper Ads

A single ad for all ETN-SCA-SEEN classes for an upcoming semester should be placed in the Madison, Milwaukee, and other regional papers on the assumption that many people receive those papers. A county office could place the same ad in a local paper if it wishes to finance it.

Fliers

The ETN-SCA-SEEN office should prepare an inexpensive handout containing a listing of upcoming ETN-SCA-SEEN classes each semester for distribution at county fairs, in local libraries, etc. The list could contain only a minimum of

information but should alert potential enrolless to seek more information. It could be a reprint of the newspaper ad referred to above. It should reserve a prominent space for the county's rubber stamp. (Such a large printing is economical if it reduces the number of brochures needed for each individual program.)

Posters

Posters can be used wherever distribution of fliers and brochures takes place and can also be used for television presentations where visuals on Extension classes are hard to obtain. For 1000 posters, 14" x 22", one-color ink on colored stock, the cost would be $70-75. (An example is attached as Exhibit D.)

Publicity and Promotions
Subcommittee Exhibit A

SO, YOU'VE GOT A BROCHURE TO PUT OUT...

BROCHURES

Generally, brochures are 8 1/2" x 11" or 9" x 12" and folded twice into a total of 6 panels for copy. Most brochures are designed as self-mailers. One panel will be used for the address panel; the remaining panels are used for program information and a registration or request form. A typical 8 1/2" x 11" layout should look something like the attached dummy. When this brochure is printed and folded, panels 1, 2, and 3 will be on the inside and panels 4, 5, and 6 will be on the outside. (See Dummy A and Dummy B.) When the brochure is printed, panel 1 will be on the back of panel 6.

COPY

Panel 1: This is the place for the registration or request form. It may have a vertical or horizontal format. The information included on this panel should be as follows:

1. Name of program.
2. Place and date(s).
3. Deadline for application and enrollment limit, if any.
4. Fee (Check or money order made payable to University of Wisconsin-Extension).
5. Instructions (Fill out this form and send it with your fee to:).
6. Blanks labeled for NAME, ADDRESS, SOCIAL SECURITY NUMBER, PHONE NUMBER, and any other information the programming unit needs to know.
7. Blank for the location of the listening station (ETN), program, workshop, or class they wish to attend.
8. Ask if interested in acting as convener (ETN).
9. Finally, an address to which they can write for any additional information.

Panel 2 and Panel 3: These two panels usually have a program title headline and contain the following information in order:

1. Program information in general--purpose, method or structure, and benefits to be gained by participation.
2. Program specifics: dates and times, topics, speakers, fee, credit, supplementary materials.
3. ETN: "party line" concept, east and convenience of participation. INDEPENDENT STUDY: promo information for Independent Study.
4. Registration: how to register, where, when, how to pay, for credit or not, select listening location from list on back of brochure (for ETN).
5. Photo and short biography of the lecturer.
6. Give name and address of person to contact if they have any questions.

All information listed, except item 3, must be supplied by the programming unit.

Panel 4: For ETN programs, this is simply a listing of all the listening stations that have not refused the program. They are listed alphabetically by town, including the location and phone number. This list is obtained from the ETN office only! For Independent Study, this may be program background or additional details of course, workshop, etc.

Panel 5: This is the cover panel. It may or may not have some artwork on it, but MUST contain this information:

1. Program title.
2. Identification of sponsoring department(s).
3. University of Wisconsin-Extension.
4. ETN or Independent Study (?).

Panel 6: This is the address panel. Panels 5 and 6 are positioned as they are so that when the participant tears off the request form, he is left with a complete informational

brochure. Also, if he does not write legibly, we will have the original address to work with. The essentials of panel 6 include:

1. Return address--UWEX (logo), University of Wisconsin-Extension, department identification, department address, city.
2. Tease line--This may simply be the program title, but it is better to ask some sort of question which cannot be answered with a simple No. The idea is to make the recipient curious enough to look inside the brochure.
3. Indicia--The permit number for bulk mailing. (Used ONLY for self-mailers.)

PHOTOS

All photos should be black and white gloss finish and at least 4" x 6" for best results. Sharp color slides may be used but are expensive to convert and not as good.

ARTWORK

Art service is available but there is a charge of $10 per hour. If you supply art it should be black and white line drawings without shading.

MISCELLANEOUS

Brochures run at Duplicating Services may be printed on colored stock (paper) using one or two colors of ink. Allow 6 weeks for printing and 1-2 weeks for mailing. Including all time factors, brochure copy should be prepared at least 3 months prior to the first program.

Posters are also something you might want to consider in promoting your program. Again, lead time is important.

You should be planning your promotion effort as a part of your program planning. For help in any area of direct mail promotion, contact Ray Duerst, 243 Ext. Bldg., 2-8940. Do it now. Don't wait until it is too late!

MAILING

Mailing Labels

Order mailing labels from Terry Huxtable, B-1 Extension Building (2-2057). Check with him about whether or not you need permission from a specific department or individual to use the particular list.

Send a memo to Terry specifying by number and name which list you want, whether you want the entire list or only certain zip code areas or states, whether you want the addresses slugged (for high school lists, you might want it slugged for guidance counselor, English teachers, principal, etc.), and the type of label you want printed, Cheshire or pressure sensitive.

Cheshire labels are machine applied labels. Pressure sensitive labels are hand applied. They are self-sticking. On large volume mailings, Cheshire labels are a must, both for economy and for convenience.

Request delivery of labels at least one week prior to desired mailing date. When labels arrive, check them over to see that they all have zip codes and that they are all U.S. addresses. They should be in zip code order. Walk

mailing requires sorting by zip code. This is part of the bulk permit agreement.

Bulk Mailing

Under the bulk permit agreement, we agree to do part of the post office's job. We sort, bundle and label our mail, saving their having to do it. In return, they give us a reduced rate on anything over 200 pieces of identical mail. NOTE: 200 identical peices of mail is the minimum for bulk permit mailing.

Bulk mailing is handled by Jim Moran, 5 North Brooks Street (2-9973). When brochures are printed have them delivered to him. Fill out a mailing order and send it (along with the list you have gotten from Terry Huxtable) to Moran. Give him the duplicating job number and complete instructions as to what is to be done. Tell him to call you if he has ANY questions.

Services available at Bulk Mail include:

Labeling -	number	cost per thousand*
	200 to 4999	$4.50
	4999 to 9999	3.90
	10,000 and over	3.70
Inserting -	number	cost per thousand*
	1 insertion	$5.50
	2 insertions	5.60
	3 insertions	5.70

* Charge on units of one thousand or a fraction thereof.

Separate internal order numbers must be set up for Duplicating Services and Bulk Mail.

When Bulk Mail is not able to handle a job, it is sent to Monroe where it is processed and delivered to the Madison post office. There is no longer a permit number for Monroe, so the Madison number must be used.

Indicia

The UWEX permit number is 1425. To receive our special mailing rate, our mailing pieces must show the 1425 indicia in the upper right-hand corner of the envelope or the address panel. When the indicia is used, the return address of the agency holding the permit must appear on the upper left-hand corner.

The 1425 indicia belongs only to UWEX in Madison. Extension offices in other parts of the State, units of the U.W.--Madison, and county offices may not use this number unless the pieces are being mailed by UWEX in Madison and show our return address. If you are doing a job that is going to be mailed from out of the State or from another unit in Madison, be certain you use the correct bulk mail indicia permit number.

Business Reply Mail

If you are asking for a business reply and are furnishing the postage, use the first class permit (number 33). Extension will be charged for each business reply returned. This charge

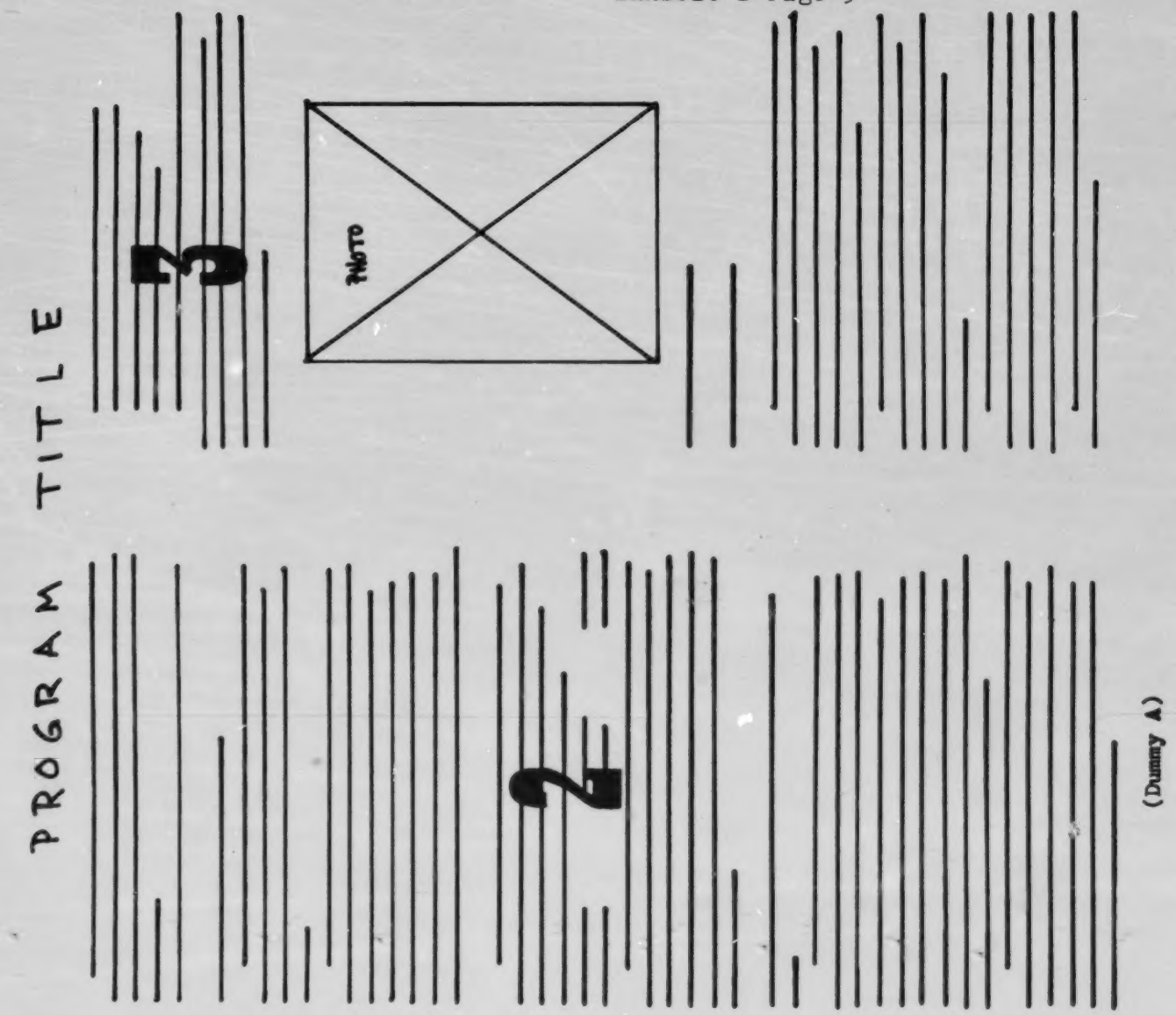
is computed by weight of the piece. A one ounce mail piece, for example, would be .08, the standard first class rate, plus a .02 penalty for a total of .10 per item.

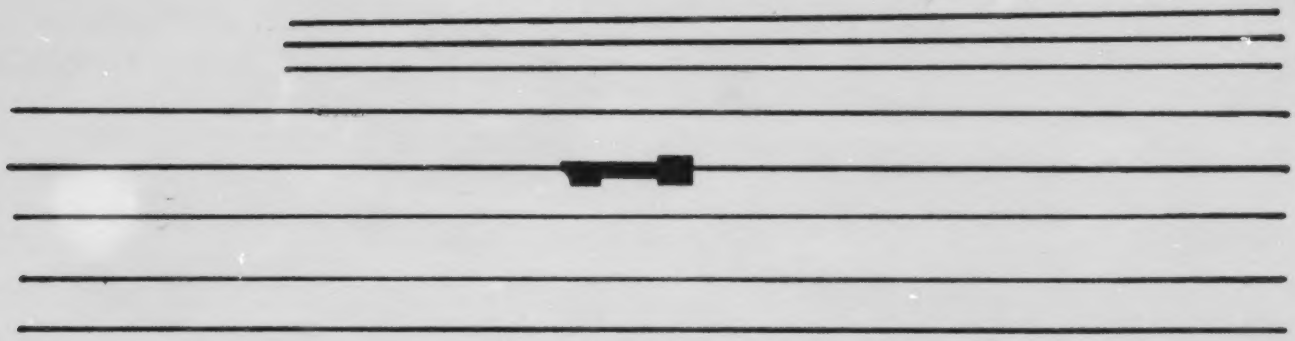
Miscellaneous

Avoid an accordian fold on any piece to be inserted in an envelope. An accordian-folded insertion can not be machine stuffed. It must be done by hand--Very expensively!

Try not to put any more than two items in an envelope--a brochure and a cover letter. Sending several brochures with one cover letter is okay as long as you explain exactly what you expect to have done with the brochures.

IF YOU WANT TO SEND A BROCHURE IN AN ENVELOPE AND THE BROCHURE HAS AN INDICIA PRINTED ON IT, YOU MUST DRAW A HEAVY BLACK LINE THROUGH THE INDICIA/PERMIT NUMBER.





REGISTRATION FORM

Locations and phone numbers of ETN stations carrying program

4

cover panel

PROGRAM TITLE

5

SPONSORING DEPARTMENT
UNIVERSITY OF WISCONSIN-EXTENSION
ETN

(Dummy B)

address panel

INDICIA

UWEX
UNIVERSITY OF WISCONSIN-EXTENSION
PUBLISHING DEPARTMENT
ADDRESS
CITY, WISCONSIN ZIP

6

ADDRESS LABEL

TEASE LINE GOES HERE!

TECHNICAL SYSTEMS SUBCOMMITTEE

REPORT

November 16, 1972

Subcommittee Members

Richard Hansen, chairman
Russell Baumann
Helmuth Lautenschlager
Paul Tierney

Ex Officio

Lorne Parker
Orville Hankwitz
Dennis Gilbertsen

Background Information

The Educational Telephone Network (ETN) currently consists of 175 conference outlets, serving 100 communities in the state. This network configuration is relatively stable so while there will be some variance, 1971-1972 will be used as the base year for subcommittee deliberations since that involves the most current comprehensive data available.

The network is currently divided into two separate circuits. In 1971-1972 the configuration was

General Circuit

Courthouses and Agricultural Centers	- 72
UW Centers and Campuses	- 12
Libraries	- 11
Hospitals	- 55
Miscellaneous Locations	- 11
Total	- 161
Statewide Extension Education Network (SEEN)	- 17

The circuit consists of four-wire, voice-grade telephone transmission between the conference outlets and originating stations in Madison and Milwaukee. In addition, there is a separate circuit to the 17 SEEN locations utilized for electrowriter transmission.

Terminal equipment varies somewhat at the conference outlets. A basic 106B speaker is in 111 outlets and 67 have an improved Teletalk 8 speaker, all leased from the telephone company providing the service. In addition, the SEEN locations have electrowriter equipment owned by the University. Eighty

of the conference outlets have Kodak Carousel slide projectors provided by the University.

Current annual cost for transmission lines and terminal equipment of the network is $84,600.

General Circuit	- $65,700
SEEN	- $18,900
Total	- $84,600

Constraints

Subcommittee considerations are, to a great extent, limited by lack of relevant data. Much of the data, which are available from the Controlled Communications Systems staff, had been previously tabulated as part of the organization and management of ETN. However, in many areas of importance to the subcommittee it has not been previously necessary to collect data. In addition, little has been done to analyze the future potential and directions of ETN. The subcommittee cannot assume the responsibility to collect desired data, and consequently based its decisions on what was available or could be acquired within limits of staff time. Both the CCS staff and Wisconsin Telephone Company have provided information whenever possible.

While financial aspects of ETN are not a primary concern of the subcommittee, each recommendation was made within the context of budgetary constraints. Consequently, recommendations that follow are supported by objective data wherever

possible and in the context of financial feasibility. The subcommittee strongly urges the ETN-SCA-SEEN Advisory Committee and the Division of Educational Communications to implement them. Where there were insufficient data or anticipated financial constraints, the subcommittee has been conservative in its recommendations.

Network Configuration

A primary area of interest of the subcommittee was the ability of the ETN to respond in terms of availability of the technical systems, to the needs of programming divisions and departments and students throughout the state.

Analysis of scheduling for the 1972-1973 academic year indicates that time on the general circuit is approximately 60% reserved during the normal teaching periods of 9 a.m. to 10 p.m. This does not, however, reflect true availability of excess circuit time. The remaining periods are fragmented, to the point that it would be difficult to schedule a sequential series of programs through a significant portion of the academic year. To date no division or department has been denied programming time on the circuit, although some have been required to accept less than optimum programming days or times.

This general analysis by the subcommittee and CCS staff leads to the conclusion that while the ETN configuration is presently serving the legitimate demands of programmers and

participants, provision must be made in the immediate future for greater programming capacity. A number of potential mechanisms were considered by the subcommittee.

1. Separate Comprehensive Statewide Circuits

Consideration was given to dividing the existing 161 conference outlets into two or more separate statewide circuirts with each having the capability of responding to reasonable requirements of programmers and participants.

1971-1972 configuration, with 100 communities served:

Communities with	
Two or more readily available outlets	- 18
Two or more possibly available outlets	- 23
One available outlet	- 59
Total	100

Of the 23 communities with multiple outlets possibly available, the second outlet was located in a hospital in 22 instances. Some hospitals have been reluctant to accept programming other than for health personnel because of (1) unavailability of the conference room because of heavy internal demand, or (2) danger of introduction of infection by opening up the hospital environment to many people.

Based on these data and supporting information, it was concluded that more than one comprehensive statewide circuit could not be formed from existing outlets. It would be necessary to establish second outlets in numerous communities

which now have only one, and also in an unspecified number of communities where the second outlet (in a hospital) would not be available for general programming.

2. Separate Circuits Based on Division and Department Programming Patterns

A second alternative was possible if specific departments had programming patterns that would make it possible for two to program simultaneously with revision of the network configuration.

Examination of the 1971-1972 data indicated that the general pattern was for a division or department to base its program distribution on the outlets in courthouses and agricultural centers and supplement these with other types of locations to give the desired geographic coverage.

It was discovered that five divisions or departments with unique programming patterns accounted for more than half of the approximately 1,000 hours of programming in 1971-1972.

Dept./Div.	Program Hours	% of Total
Medicine	159.5	15.9
Community Programs	118.0	11.8
Library Science	117.0	11.7
Nursing	71.0	7.1
Law	63.0	6.3
Total	528.5	52.8

While Community Programs, Library Science, and Law relied on the courthouse locations, supplemented variously by other locations, both Nursing and Medicine taught primarily at the hospital locations. Consequently, it would be possible

to have two separate, viable circuits based on existing conference outlets by separating the hospital locations from the others.

Based on the 1971-1972 programming, a total of 250.5 hours would be released on the general circuit if this were done.

Medicine	159.5
Nursing	56.0
Mental Health	35.0
Total	250.5

However, this time would be distributed as follows:

7:30 a.m. - 1:00 p.m.	- 92
1:00 p.m. - 7:00 p.m.	- 73
7:00 p.m. -10:00 p.m.	- 54
After 10:00 p.m.	- 31
Total	250

In the opinion of the CCS Staff, the 54 hours of evening time would assist in meeting demand, but the remaining 196 hours released by having a separate hospital circuit would be of less value.

There would be an additional monthly charge of approximately $3,000 to create a separate hospital circuit, totaling approximately $27,000 per year for the nine months the network is in operation. In the opinion of the subcommittee the additional circuit capacity gained does not warrant this expenditure.

3. Separate Circuit Based on Credit and Noncredit Instruction

Programming of credit courses over ETN is a major

identifiable trend. The volume at the present time is low in contrast to noncredit and public service use of the network and is primarily scheduled on Monday evenings or over the separate SEEN circuit. The fact that creation of a separate circuit for credit instruction would both create openings in what the CCS staff considers "prime time" and provide for the greatest anticipated need for additional programming potential makes it an attractive alternative.

It is also the opinion of the CCS staff that those enrolling in credit courses are more willing to travel short distances to conference outlets, while those attending noncredit or public service programs resist leaving their communities. This makes it possible to create a second circuit with fewer outlets and still provide statewide coverage.

While selection of the number and location of outlets on such a circuit would require input by programming departments and prospective participants and coordination with planning by the subcommittee on learning centers, such a circuit based on the proposed learning centers might be used in estimating the cost of this option.

Credit Course Circuit
(based on proposed learning centers)

La Crosse-Courthouse
Lancaster-Youth & Agr. Bldg.
Madison-Radio Hall
Waukesha-UW Campus
Milwaukee-Civic Center Campus
Sheboygan-UW Sheboygan Extension
Green Bay-UW Extension Office
Wisconsin Rapids-Courthouse
Wausau-UW Marathon County Campus
Rhinelander-North Dist. Ext. Off.
Ashland-Courthouse
Chippewa Falls-Public Library

On this basis, costs would increase by $2,010 per month, or $18,090 for the nine months the network is operational.

There is a potential for combining a proposed credit circuit with the existing audio circuit of the SEEN circuit. There are unique scheduling requirements with credit courses which may make this undesirable. Primary among these is the frequent need to coordinate ETN programming with oncampus instruction. Another is an apparent necessity to schedule course offerings in anticipation of demand, and cancel those with insufficient registration, at a time too late to reassign circuit time.

Recommendation

For short-range planning, the option of creating a second circuit devoted to credit course programming is considered the most feasible.

Long Range-Planning

Considering the potential of ETN, the solution proposed is not expected to meet the long-range requirements of programming divisions and departments and prospective participants. It is possible to determine that meeting such requirements would require establishment of a significant number of additional outlets to provide for simultaneous programming in a community, and this and other factors would require a substantial financial commitment on the part of UW-Extension.

The situation is further complicated by the fact that there

are no available data on anticipated future demand for ETN services or the forms this demand will take. Even were this available, the uncertainties related to merger make prediction difficult.

Assuming that the potential of ETN is substantially greater than that currently developed and that it will require multiple outlets in at least 100 Wisconsin communities, some general recommendations can be made.

Exhibit 1 (on following page) illustrates one possible configuration that would be appropriate for both the learning center concept or the utilization of the network by UW campuses within their spheres of influence, at the same time making it possible to link hub locations for statewide programming.

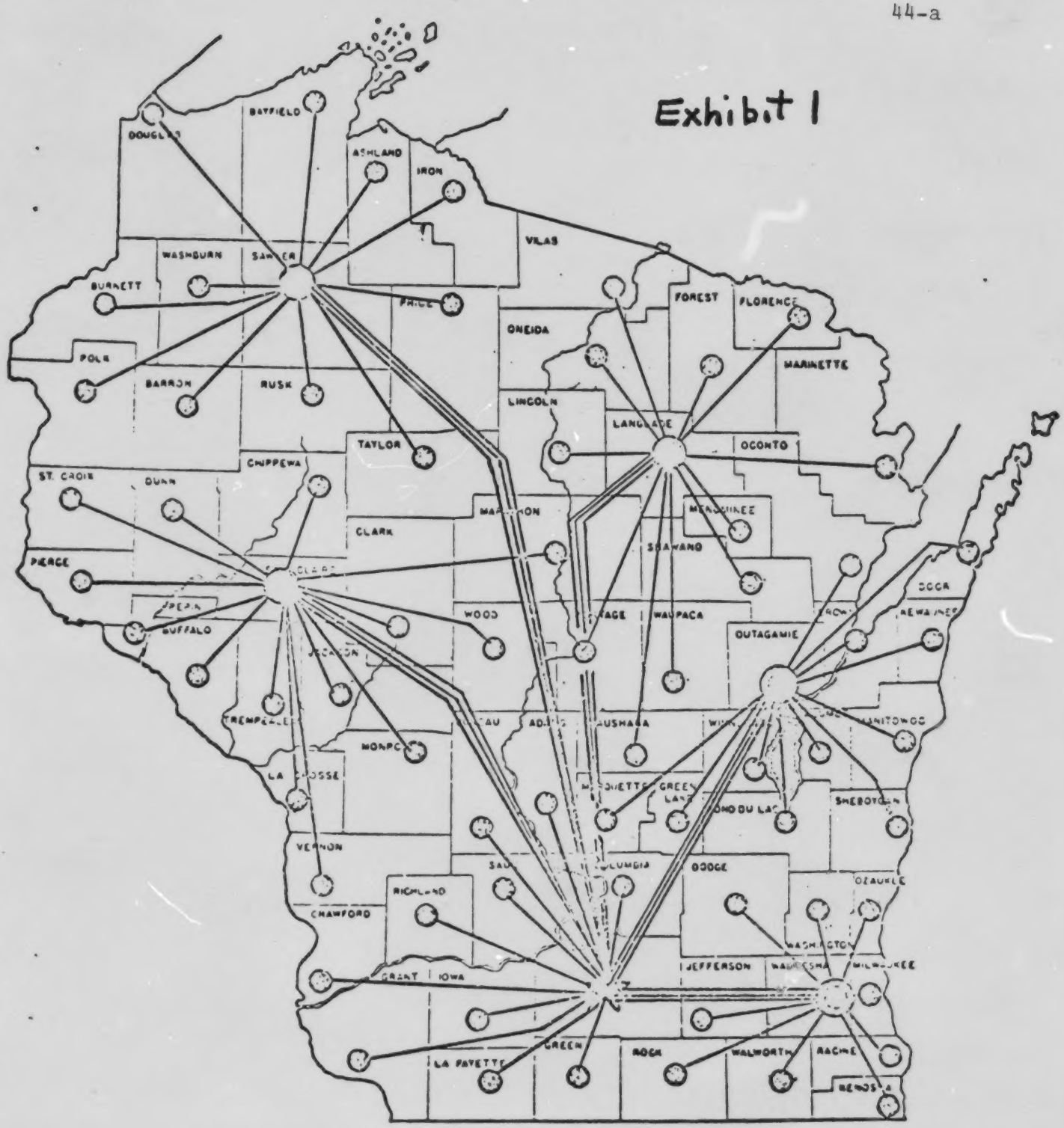
Exhibit 2 (on following page) illustrates a second configuration that would link each conference outlet with ETN-SCA studios in Madison so multiple simultaneous circuits could be established to meet specific programming requirements. A circuit would be established prior to each session and broken down again at its conclusion.

Costs involved in both options are substantial. It is estimated that the configuration in Exhibit 1 would cost $180,000 annually and in Exhibit 2, $271,000, both based on the existing number of program outlets.

Recommendations

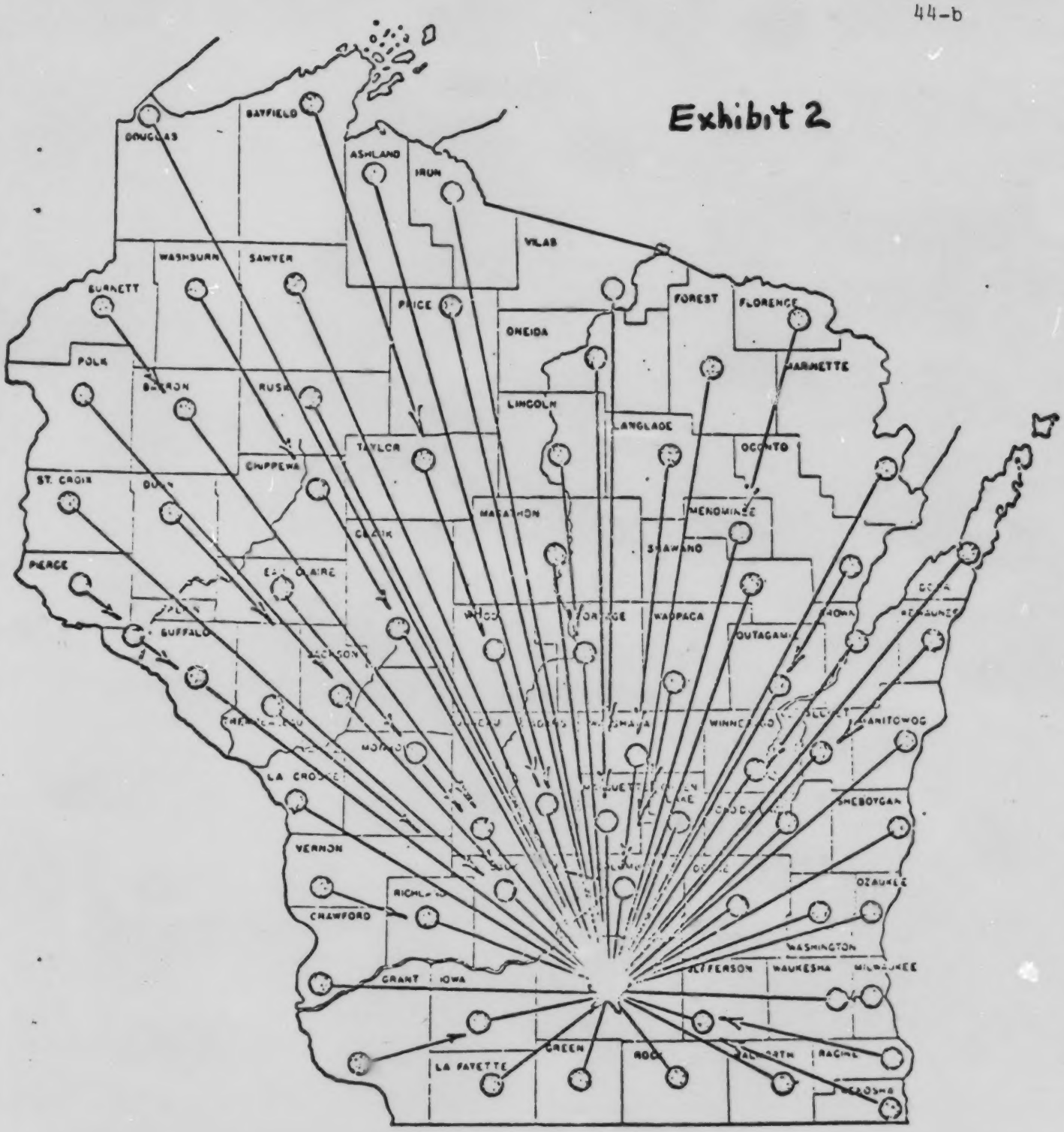
1. That the director of Controlled Communications Systems

Exhibit 1



6 Hub Locations
Approximately $20,000 per month.

Exhibit 2



INDIVIDUAL CIRCUIT TO EACH STATION
APPROXIMATELY $29,000 per Mo.

request funding for the 1973-1974 academic year to establish the following ETN-SCA Network:

a. General circuit
b. Credit course circuit
c. SEEN audio circuit
d. SEEN electrowriter circuit
e. SCA circuit

The ETN-SCA control room should have the capability of programming over the general, credit course, and SCA circuits separately or combined, and the SEEN circuit should remain separated.

Fiscal note

Anticipated additional annual cost: $18,090

2. If need can be demonstrated or predicted, that the director of Controlled Communications System request funding during the 1975-1977 biennium to establish a network that provides for multiple simultaneous programming throughout Wisconsin.

a. CCS staff should collect objective data well in advance of January 1974, to document the need for configuration of such a network.

Fiscal note

Estimated cost of CCS staff research:	$ 6,000
Estimated annual increase in network cost:	$180,000 - $300,000

Technical Improvement of Existing Network

There are a number of ways in which the existing technical systems can be improved. Some possibilities considered by the subcommittee are as follows:

Local test button
Question lights
Direct trouble-reporting line, with DAIN rerouting
Improved local speakers and transmitters

Local test button

This modification would permit a local program administrator, moderator, or participant to confirm at any time that the local technical system is functioning properly. By pressing the button he will be able to transmit his voice over the handset or microphone, through the local telephone exchange, and back through the speaker in the conference room. If the circuit is not functioning properly, he can go to another telephone and report the problem according to established procedure.

Question lights

This modification is based on the fact that ETN is a four-wire circuit and that during a lecture only the "send" pair of wires is in use. A button could be provided to transmit a signal to the originating studio in Madison, which would activate a light. It would not identify the conference outlet for the operator, but only signify that someone of the circuit had a question. If desired, the caller could give the question directly to the moderator, or it could be tape recorded for later playback. Advantages are that it would give the speaker time to consider a response, and if used during the discussion period merely as a signalling device,

give the moderator and lecturer guidance on pacing (detailed answers to questions when the light is not lit, and brief answers when it constantly remains lit).

Direct trouble-reporting line, with DAIN rerouting

This modification would involve the installation of a local telephone line and a telephone handset at the conference outlet for use when there are technical troubles. The first use is that the problem can be immediately reported direct to Madison. The second is that if the technical difficulty exists on the long-distance part of the circuit, the program could be rerouted over the DAIN line to that outlet. If the technical difficulty is within the equipment in the conference room, the problem could not be reported or corrected by this method.

Committee action

While the local test button and the question light features would be desirable, they would not improve the basic performance of the circuit in a significant manner. The cost of these two features on the network as it existed in 1971-1972 is estimated at $12,000 per year. The subcommittee did not consider this a feasible expenditure.

The direct trouble-reporting line, and the potential of immediate correction of certain problems by DAIN rerouting is an attractive option. Cost of this modification is estimated at $18,000 for the 1971-1972 network. There are

no data available, however, on how many times a program could be "saved" by transmission to one or more conference outlets by this modification. In view of the substantial cost, the subcommittee recommends that it not be provided until data are available.

Improved local speakers and transmitters

Quality of voice transmission over the network is limited by the type of telephone service purchased, the quality of the speakers at the conference outlets, the number and placement of the speakers in the conference outlets, and the instrument participants use to communicate over the network. The CCS staff is convinced there can be improvement in the latter three factors, and have been working with Wisconsin Telephone Company engineers to develop new equipment.

The first attempt at improvement of transmission quality was placement of Teletalk 8 speakers at 50 sites, in place of 106B speakers. This did improve voice quality at an increased annual cost of approximately $3,000.

Efforts have now been directed to developing an improved unit specifically for ETN. Utilizing the same basic equipment, three variations have been developed:

1. Portable speaker with telephone handset
2. Portable speaker with microphones
3. Permanently installed speakers with microphones

On the basis of information provided by the CCS staff

and Wisconsin Telephone Company, the subcommittee agrees that the first option should not be developed, since use of the telephone handset limits quality of voice transmission from the conference outlet over the network. Development of the other two units will give a flexibility to adapt the speaker unit and microphones to the conditions of each conference outlet, yet provide uniformity of operation by participants.

Recommendation

1. That the new speakers and transmitters be installed at all conference outlets as soon as they have been perfected and can be produced in quantity.

   Fiscal note

   Anticipated additional annual cost: $7,000

Reporting of Technical Problems

The subcommittee is unable to get a clear picture of the effect of technical problems on the educational programming carried out over the ETN network. Quantitatively, the number of reported problems was 358 during the 1971-1972 programming year. While this would indicate a need for some type of action, more definitive data are required before significant recommendations can be made.

The present procedure for reporting and correcting problems is a reasonable one. The Wisconsin Telephone Company provides an in-WATS line so that calls can be made cost-free directly to its toll-test office in Madison from any location

in the state. This office is best qualified to take immediate action to assess and correct each reported problem.

A major flaw in the procedure is that calls must be placed from a telephone separate from the ETN network; such telephones are not always available at conference outlets, which leads to the possibility that problems are not always reported. Either for this reason or lack of local concern, some problems are reported by mail and it is seldom possible to take any action due to the time delay. The present system has evolved over a number of years, and while not optimum is perhaps the best that can be done under existing conditions.

The subcommittee agrees with the current emphasis on prompt reporting and correction of technical problems. However, if further constructive action is to be taken there is need for more definitive data. For example, there are a number of reported problems that apparently are either intermittent or solve themselves; they are reported during one program and do not recur during the next program at the same conference outlet, even though there was insufficient time to take any corrective action. The frequency with which this occurs and the types of reports involved should be identified. Equally, there has been no analysis of how often technical problems prevent participants from receiving a program or how many participants are affected. These are some examples of the type of data required; there are undoubtedly many others.

Recommendations

1. That notice be posted in each conference outlet giving directions to the nearest available telephone over which technical problems can be reported. It should be emphasized that such calls are toll-free.
2. That by some method an extension of the trouble-reporting in-WATS line be installed in the ETN control room so that they receive reports at the same time as toll-test. This is not possible under existing tariff regulations.
3. That the CCS staff keep an accurate record of technical problems reported, and make the necessary analysis to determine the extent to which technical troubles affect educational programming and the type and extent of action required.

In effect, the above recommendations assign the responsibility for correction of problems to the Wisconsin Telephone Company and the responsibility for analysis and planning to the CCS staff. Obviously, cooperative action in both areas if required.

While data are being collected, the CCS staff has suggested that a mechanism be established by which tape recordings of programs not received because of technical problems be mailed to the local program administrator at the conference station affected. He, in turn, would make the tape recording available to the appropriate participants.

If the mechanisms to do this can be worked out, the sub-committee agrees that it should be done.

LEARNING CENTERS SUBCOMMITTEE

REPORT

October 1972

Subcommittee Members

Richard Florence
Russell Baumann
Willard Hamm
Harry Zimmerman
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LEARNING CENTER APPROACH TO CONTINUING ADULT EDUCATION

Definition

The concept of a learning center (see note below) consists of a learning district (LD), a learning resource center (LRC), and several learning centers (LC). (For an expanded discussion of the learning center, see the section "Learning Center Concept" at conclusion of subcommittee report.)

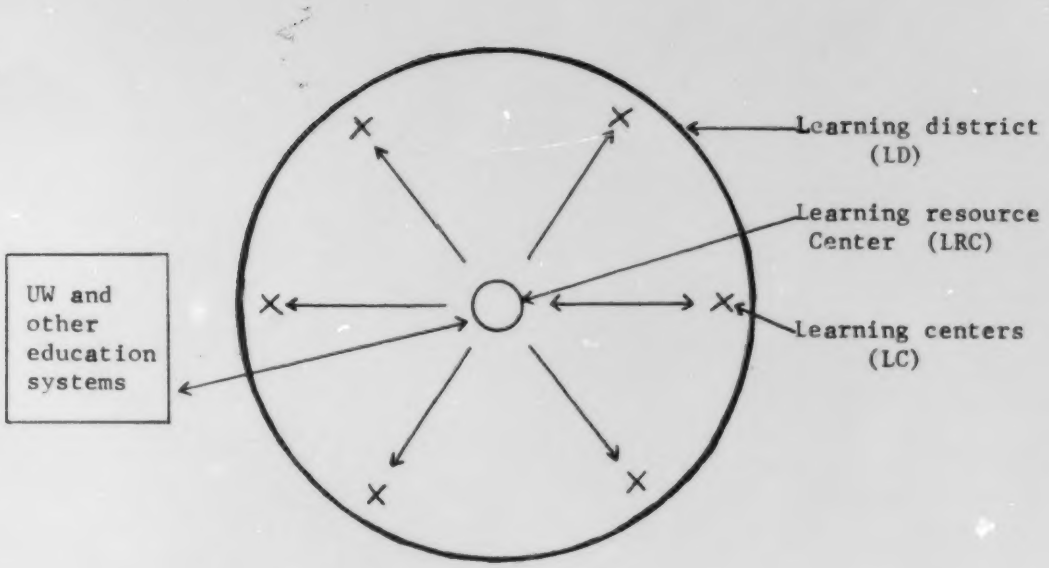
The learning district is the geographical area comprising a learning resource center and several learning centers.

The learning resource center is a strategically located physical facility containing educational resources, systems, and staff to support learning centers within a learning district. The learning resource center would include a learning center within its structure to serve area residents.

A learning center is a physical facility that provides convenient education opportunities throughout a learning district. This center may be physically located in the county extension office or located elsewhere in a county under the authority of the county extension office and learning district coordinator.

Description

The learning district can be of varying size depending on traffic patterns, population density and trends, potential



growth, and communication centers.

The centers (LRC and LC), which are locations for continuing adult education, include facilities designed for optimum learning using available educational technology and having ready access to all resources of the state via a centrally controlled network or system (i.e. ETN, SEE, or others).

The centers (LRC and LC) will be constructed to utilize all applicable research pertaining to optimum learning by adults and will serve as a vessel for a continuous program of development toward the most effective means of adult continuing education in Wisconsin.

The learning center is a permanent facility jointly administered by the learning district coordinator and the

county extension office representative.

Job Description

The primary leadership responsibility for making learning districts functional would be vested in the learning district coordinator. Hereafter called a coordinator, such a person should have the following characteristics:

Administrative ability - The coordinator would have to be active in budget formulation, supervising both people and projects, and procurement of existing materials, both hardware and software. The coordinator would have to be concerned with maintenance of existing materials.

Public relations skill - Since we are working under the assumption that existing materials and facilities would be used as much as possible, the coordinator would have to be able to work with a variety of professional people in utilizing existing resources, whether they are in a local library, college campus, or high school campus.

Understanding of material - There is ever-increasing evidence that the main responsibilities of a person in this kind of position is that of integrating instructional materials with the totality of learning. The coordinator would need to understand program development on a broad scale as well as the process of designing specific learning situations.

Teaching experience - Experience in teaching would be necessary to provide the coordinator with an understanding of the practical problems connected with utilizing instructional media with the limits placed on the process by environmental conditions, teaching objectives, and so forth. The coordinator should have academic foundations in adult education.

Instructional media background - The coordinator of the learning district should understand and know the specific fields of print materials, projected materials, audio materials, television, program instruction, and so forth, but should not be a highly skilled specialist in any one of these. Rather the duties would require the coordinator to integrate the appropriate kind of media with a particular program development or instructional design situation.

In-Service training - One of the main responsibilities of a coordinator in learning districts would be to conduct in-service training for county staff specialists. This in-service training would not only be concerned with the facilities available at the learning resource center, but also materials that would be used in the field. The coordinator would again have to be capable of conducting in-service training programs in utilization of a large number of instructional materials.

Supervisory ability - As the learning resource center grows in its service function, it will become necessary to work with more skilled help. In addition, a supervisory function with staff and faculty would be desirable in terms of developing policies and so forth.

The coordinator should be qualified to fit into problem solving aspects of community activity by working directly with county extension faculty.

The coordinator should be under the supervision of the extension district director.

Research

Research pertaining to learning centers (LRC and LC) and use by adult students is difficult to find. A great deal of the research on the use of learning centers is conducted in grade school or high school setting. Research is needed to develop optimum learning conditions for the adult student as the student participates in learning in the physical setting of a learning center.

Three categories of facilities may be required in a center in varying degrees depending upon whether the facility is a learning center or a learning resource center:

1. Learning facilities - in which the student or groups of students come together with media for the purpose of

learning.

2. Facilities for storage and access - in which media in various forms are catalogued, stored, and made readily accessible for learning situations.

3. Production and support facilities - in which media in various forms are produced or originate to meet the needs of particular learning requirements and where the teaching staff receives assistance and support in the effective and efficient use of media.

The facility may have a permanent installation of equipment (ETN, SCA, etc.) and yet a somewhat flexible design of physical facilities as the planners take into account all known criteria for optimum learning.

Recommendation

The committee recommends that studio A in Radio Hall be designed and established as a learning center to enable research studies to be made to help develop a center conducive to adult learning.

General Discussion

The learning center and learning resource center should have capability of providing a program series during a one or two day period versus a course over a six to ten week period, individual or group-study packets could be made available for a four-hour to full day concentrated learning effort for those individuals reluctant to spend a few hours per day for a period of weeks for the same program content).

Learning centers and learning resource centers must be geared to assist independent study. Qualified assistance

should be available for the correspondence study student and/or student using combined media independent study packages.

An experimental program for selected learning centers or learning resource centers could be set up by using recordings of programs already conducted. The selected programs could be offered on a second round by mailing to a local learning center or learning resource center area.

Any development of learning centers or learning resource centers should consider work underway by the State Library Association as it relates to the open school concept of the Kellet Report.

Recommendations

The committee recommends (1) the organization of 12 learning districts in the state (to follow community programs administrative districts as close as possible), (2) the organization of a learning resource center in each learning district, and (3) the establishment of a learning center in each county.

The following locations are recommended for learning districts, learning resource centers, and learning centers. It is the hope of the committee that monies designated for conveners in each of the community programs administrative districts be coordinated with the recommended learning resource centers or learning centers.

The committee feels that a learning district pilot project may have possible funding under a rural development project.

PROPOSED LEARNING CENTER LOCATIONS

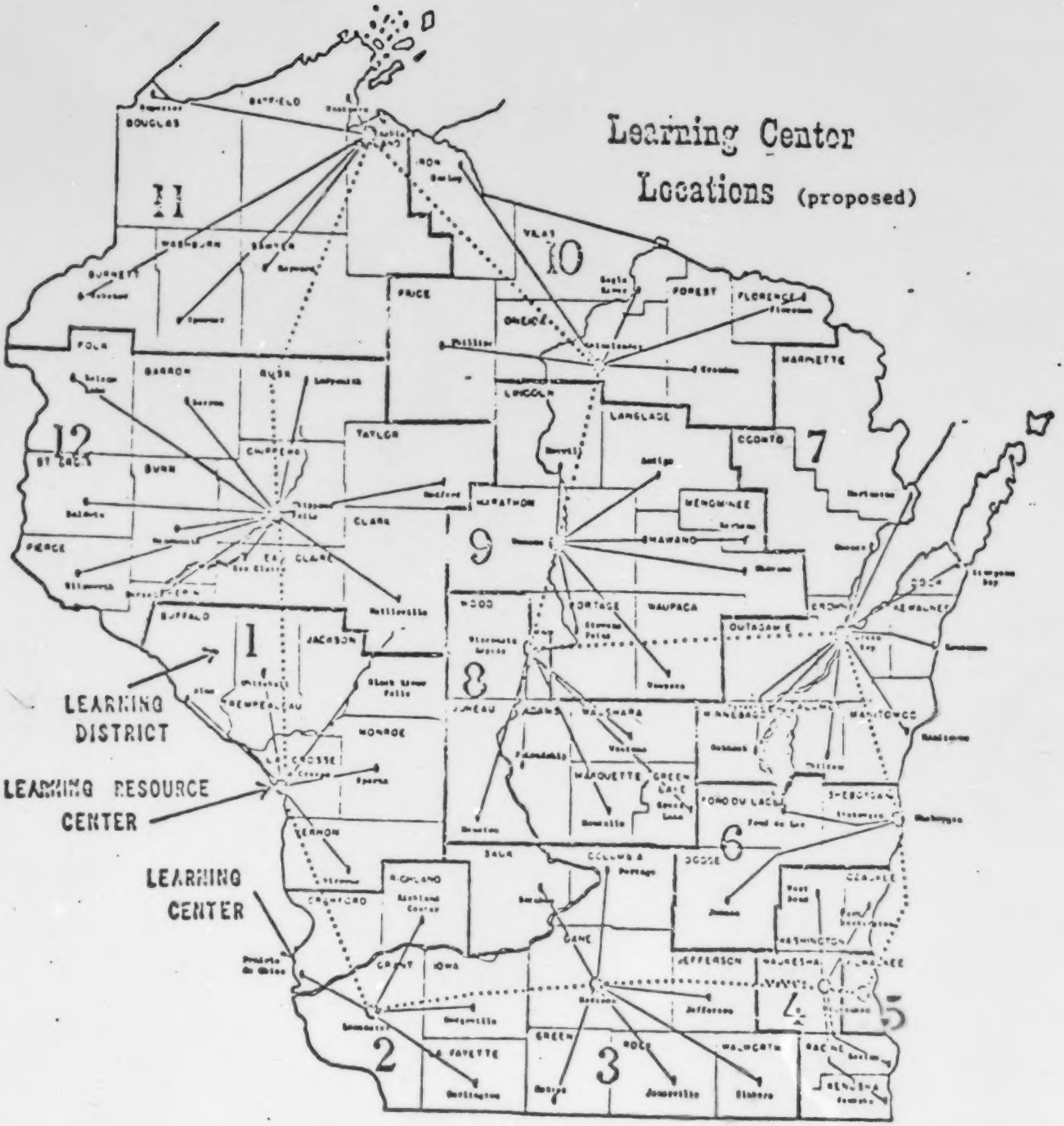
Learning District	Learning Resource Centers	Learning Centers	Media Available
1	La Crosse-Courthouse		ETN-SCA-SEEN
		Viroqua-Courthouse Annex	ETN
		Sparta-Courthouse Annex	ETN-SCA
		Whitehall-Courthouse	ETN-SCA
		Alma-Courthouse Annex	ETN
		Black River Falls-Courthouse	ETN-SCA
2	Lancaster-Youth & Agriculture Bldg.		ETN-SCA
		Darlington-Courthouse	ETN-SCA
		Dodgeville-Agric. Center	ETN-SCA
		Richland Center-Masonic Temple Bldg.	ETN-SCA
		Prairie du Chien-Courthouse	ETN
3	Madison-Radio Hall		ETN-SCA-SEEN
		Monroe-Agriculture Bldg.	ETN-SCA
		Janesville-Courthouse	ETN-SCA-SEEN
		Jefferson-Courthouse	ETN-SCA
		Portage-Administration Bldg.	ETN-SCA
		Baraboo-University Ext. Office	ETN-SCA
		Elkhorn-Courthouse	ETN-SCA
4	Waukesha-UW Campus		ETN-SCA-SEEN
		Kenosha-Courthouse	ETN-SCA
		Port Washington-Courthouse	ETN
		Racine-Parkside Campus	ETN
		West Bend-Courthouse	ETN-SCA
5	Milwaukee-Civic Center Campus		ETN-SCA-SEEN
6	Sheboygan-UW Sheboygan Extension		ETN-SCA-SEEN
		Fond du Lac-Federal Bldg.	ETN
		Juneau-County Office Bldg.	ETN-SCA

PROPOSED LEARNING CENTER LOCATIONS (CONT.)

Learning District	Learning Resource Centers	Learning Centers	Media Available
7	Green Bay-UW Extension Office (Deckner Avenue)		ETN-SCA-SEEN
		Oshkosh-Library	ETN
		Menasha-Fox Valley Campus	ETN-SCA-SEEN
		Manitowoc-Library	ETN-SCA
		Kewaunee-Courthouse	ETN-SCA
		Sturgeon Bay-Courthouse	ETN-SCA
		Oconto-Courthouse	ETN
		Marinette-UW Campus	ETN-SEEN
		Chilton-Courthouse	ETN-SCA
8	Wisconsin Rapids-Courthouse		ETN
		Friendship-Courthouse	ETN-SCA
		Wautoma-Courthouse	ETN
		Montello-Courthouse	ETN-SCA
		Mauston-Courthouse	ETN
		Green Lake-Courthouse	ETN
9	Wausau-UW Marathon County Campus		ETN-SCA-SEEN
		Stevens Point-Courthouse	ETN-SCA
		Waupaca-Courthouse	ETN
		Shawano-Public Library	ETN
		Merrill-Courthouse	ETN-SCA
		Antigo-Courthouse	ETN
		Keshena-Courthouse	ETN
10	Rhinelander-Northern District UW-Extension Office		ETN-SCA-SEEN
		Crandon-Courthouse	ETN
		Florence-Courthouse	ETN
		Phillips-Normal Building	ETN-SCA
		Eagle River-Courthouse	ETN
		Hurley-Courthouse	ETN
11	Ashland-Courthouse		ETN
		Washburn-Courthouse	ETN-SCA
		Hayward-Courthouse	ETN
		Spooner-County Highway Bldg.	ETN-SCA
		Webster-County Office Bldg.	ETN
		Superior-Courthouse	ETN-SCA

PROPOSED LEARNING CENTER LOCATIONS (CONT.)

Learning District	Learning Resource Centers	Learning Centers	Media Available
12	Chippewa Falls-Public Library		ETN-SEEN
		Medford-Agriculture Center	ETN
		Neillsville-Courthouse	ETN
		Eau Claire-Courthouse	ETN-SCA
		Menomonie-Courthouse	ETN-SCA
		Ellsworth-Courthouse	ETN-SCA
		Baldwin-Agriculture Center	ETN-SCA
		Barron-Courthouse	ETN-SCA
		Balsam Lake-Agriculture Center	ETN
		Durand-Courthouse	ETN-SCA
		Ladysmith-Courthouse	ETN


Learning Center
Locations (proposed)
LEARNING DISTRICT
LEARNING RESOURCE CENTER
LEARNING CENTER
1
2
3
4
5
6
7
8
9
10
11
12

Design

The committee has continued discussion of the physical design of a learning center and learning resource center. It is felt that the facility design would be an important element in all program design. The committee is attempting to explore the options available to a learning center and learning resource center. A summary of the committee's progress is recorded below.

Learning Center

The learning center would have the following capability:

1. Network outlets
   - ITFS Instructional Television Fixed Service
   - TV
   - SEEN
   - ETN
   - SCA
   - Future consideration for cable TV, computer assisted instruction, etc.

2. Video equipment
   - slides
   - 8 mm or 16 mm could be microfiche
   - print

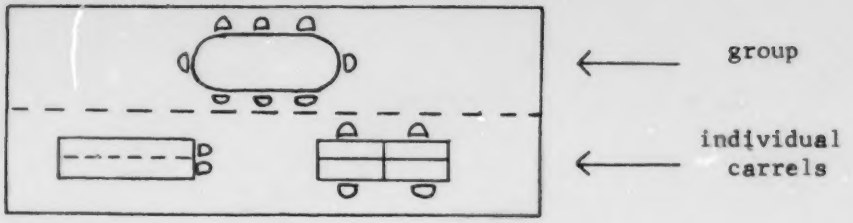
3. Audio equipment
   - cassette
   - other

4. Limited production capability for needed learning materials as slides, study guides, transparencies, etc.

5. Accoustics, lighting, ventilation, furniture, AV, etc. designed for optimum learning for the adult.

6. Storage facilities, standardized AV equipment for statewide compatability.

7. Designed for individual and group learning.



8. If a three ETN network system is designed, the learning center may need capability to conduct three or more programs simultaneously.

Learning Resource Centers

The learning resource center would be a learning center plus

staff
depository for programs, media, etc.,
production capability

The learning resource center would use existing program resources and facilities.

The committee will continue discussion on how funds available for ETN aids can be used for the learning center concept, funding for construction of learning centers, and the future of computer assisted instruction.

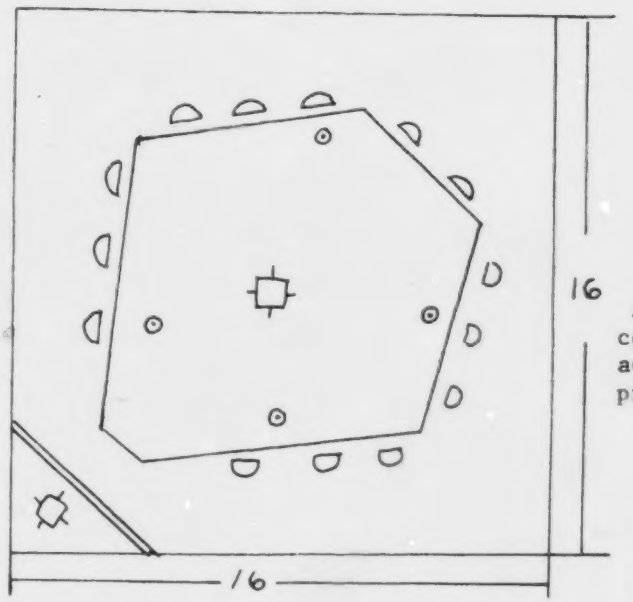
Equipment and Cost

The listing on the next pages indicates the types of equipment that could be recommended for installation at Learning Centers and Learning Resource Centers. The learning carrels described represent a combination of various manufacturers' and educators' ideas on cost and construction. For our purposes, it might reduce cost if we designed and built these units to meet our particular needs.

LEARNING CENTER SKETCH

1. Room designed for group discussion, participation, etc.

   State code suggests 18 sq. ft. per student (here there is 256 sq. ft., enough for max. of 20 students)
   For our purposes we might program the room for no more than 15.

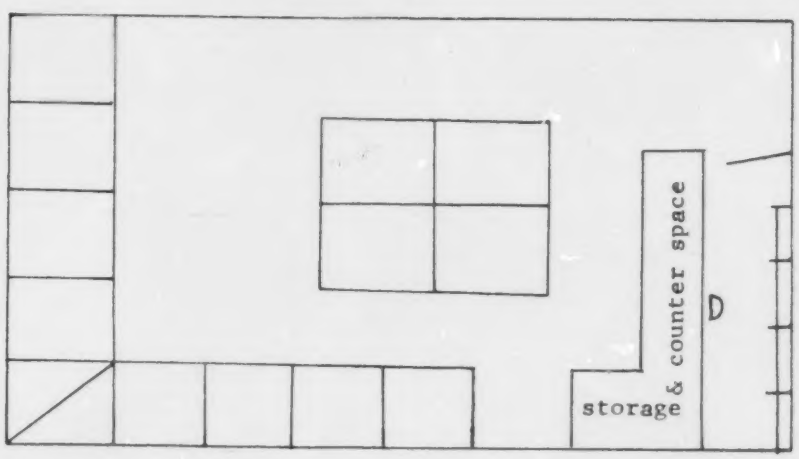


Speaker

Mic.

A 10ft.ceiling is recommended in order to accomodate the VERB projection unit.

2. Learning carrels
   Each carrel is approx. 45" X 30"



Carrel

Switching and control may be accomplished through the storage-counter area.

INDIVIDUAL LEARNING CARRELS

	Proposed Equipment Type & Purpose	Estimated Costs*
This equipment may be portable and may not be required by each learning carrel	Video Playback	
	1/2" color VTR playback only	$ 995.00
	color video monitor	250.00
	slide projector (microfiche reader would be approximately same price)	90.00
	film 8 mm	130.00
	Audio Playback	
	cassette - 2 channels required if sound and slide synchronization is anticipated	90.00
This equipment required at each carrel	Miscellaneous i.e., carrel desk, network connection, wiring, switching, microphone, headset, etc.	950.00
	Total	$2,505.00
	If carrels could be installed in sets of three, only one complete set of portable equipment may be distributed as individual pieces are required by students. If this were the case, cost for three carrels would be	$2,505.00 (for one complete unit)
		+ $1,900.00 (for two additional subunits)
	Total	$4,405.00

* Cost taken from manufacturers' brochures and publications at suggested retail price (rounded off to nearest dollar).

Possible Names for Learning Center

Center for Extension Education and Development	CEED
Continuing Education Facility	CEF
Instructional Resource and Education System	IRES
Extension Facility for Continuing Education	EFCE
Community Education Learning Facility	CELF
Regional Resource Service	RRS
Extended Educational System - Extension	EESE
Instruction Resource Center	IRC

LEARNING CENTER CONCEPT

General Objectives

The purposes of the learning resource centers (LRC) may be stated in the form of a number of general objectives. These objectives are based on the premise that the major purpose of learning resource centers is to serve the aims of the Wisconsin Idea "to extend the boundaries of the campuses to the boundaries of the state." The primary objective of LRC is to make the resources of the University of Wisconsin available through technology to all people in the state of Wisconsin.

Secondary Objectives

Specifically, the learning center should accomplish the following:

1. Unite systems and facilities for truly "continuing" education.

2. Provide in centrally located regions appropriate and well-balanced collections of educational opportunities and instructional materials in all forms of media.

3. Provide flexibility in educational formats that are particularly suited to the requirements of disadvantaged students and other special students.

4. Provide educational systems for the University of Wisconsin system enabling various institutions with specific areas of specialization an opportunity to reach students throughout the state of Wisconsin.

5. Guide both faculty and students to become discriminating users of all kinds of media.

6. Provide systems that will enable resources to reach isolated individuals who would otherwise be in an educational vacuum.

7. Assist faculty in the instructional design process and in the selection, utilization, integration, and evaluation of instructional materials.

8. Provide educational opportunities to students throughout the state at great economy in time and money for students and faculty.

9. Provide in-service experiences for faculty that will contribute to their professional development.

10. Cooperate with civic leaders and public institutions such as libraries to promote the use of community resources.

Rationale and Assumptions

There is general agreement that one approach to alleviating the high cost of higher education today while still maintaining quality is through the sharing of educational resources. Recently the University of Wisconsin and the State University of Wisconsin system merged to eliminate duplication and to increase the sharing of educational resources.

In order to share educational resources, communication

vehicles are needed to transmit the resources to students throughout the state. One of the purposes of the learning resource center is to become a focal point where present faculties, physical facilities, and supportive staff can be concentrated.

The basic assumption is that students are lifelong learners, thus opportunities must be provided for truly continuing education enabling participants to receive limited amounts of information frequently. This allows students to assimilate new information into their daily activities within their home communities. The learning resources center concept does not imply competition with existing institutions, but rather is an attempt on a statewide scale to complement their efforts and expand their efforts via media.

LEARNING CENTER APPROACH TO CONTINUING ADULT EDUCATION

Definition

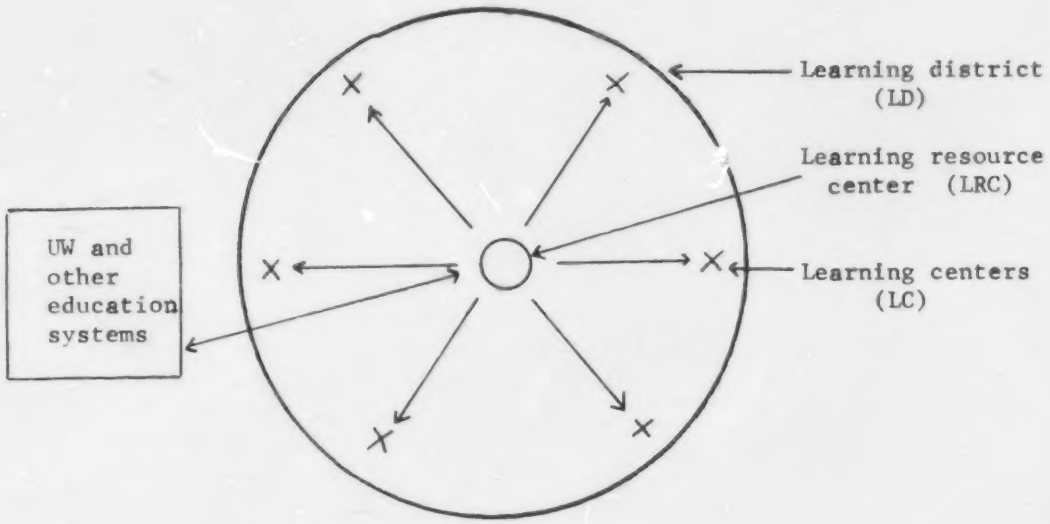
The concept of the learning center approach to continuing education in Wisconsin evolves around a number of learning districts in which learning resource centers are located along with learning centers.

The learning district is the geographical area comprising a learning resource center and several learning centers.

The learning resource center is a strategically located physical facility containing educational resources, systems, and staff to support learning centers within a learning

district. The learning resource center would include a learning center within its structure to serve area residents.

The learning center is a physical facility that provides convenient education opportunities throughout a learning district. This center may be physically located in the county Extension office or located elsewhere in a county under the authority of the county Extension office and learning district coordinator.



Description

The learning district can be of varying size depending on traffic patterns, population density and trends, potential growth, and communication centers.

The centers (LRC and LC) are locations for continuing adult education, which include facilities designed for

optimum learning using available educational technology and having ready access to all resources of the state via a centrally controlled network or system (i.e. ETN, SEEN or others).

The centers (LRC and LC) will be constructed to utilize all applicable research pertaining to optimum learning by adults and will serve as a vessel for a continuous program of development toward the most effective means of adult continuing education in Wisconsin.

The learning center is a permanent facility jointly administered by the learning district coordinator and the county Extension office representative.

Project of Learning Center

The overall learning center project is divided into three phases. Only Phase 1 implementation is reflected in detail in this proposal. The remaining phases are presented to provide an overall perspective and the interrelationship of the total concept. It is proposed that Phase 2 and 3 be funded through operational services and federal assistance.

The following is an outline of the entire learning center concept as presented in three operational phases:

PHASE 1--Implementation (See media checklist chart)

A. Learning resource center treatment

1. Development of origination point and production to support transmission equipment.

2. Selection and development of 12 learning resource centers.

B. Supportive learning aids

1. Media package at each of the 12 learning resource centers.

C. Communication systems

1. Improvement of ETN-SEEN station equipment so that students can respond on an individual basis.
2. Upgrading of the transmission system of ETN-SEEN so that data can be transmitted via the same systems.
3. Environmental research--room location.
4. Request for FCC rule change so the digital material can be transmitted via the SCA system.
5. Establishing a basic facsimile system that is transmitted via the ETN-SEEN-SCA systems.

PHASE II--Operational

A. Learning resource centers

1. Individual learning carrels.
2. Experimentation with video transmission to LRC from state TV facilities.

B. Supportive learning aids

1. Computer information retrieval and storage systems.
2. Teaching machines.
3. University of Wisconsin system library exchange system.

4. Exploration of the use of cable TV systems.

C. Learning centers

1. Selection of specific locations for development.

a. Learning facilities treatment

(1) (as in Phase 1)

b. Supportive learning aids

(1) Fundamental AV package (as in Phase 1 learning resource center)

c. Communication systems

(1) Facsimile (hard copy transmission)

(2) Computer terminals

(3) ETN

(4) SCA

(5) SEEN

(6) State TV network

(7) Local cable systems

PHASE III--Expansion

A. Learning facilities treatment

1. Close-circuit two-channel two-way audio TV via state microwave system.

2. Distribution video system from state TV production facilities.

B. Supportive learning aids

1. TV receivers and interconnection with state TV production facilities.

C. Communication systems

1. Two one-channel close-circuit TV with two-way audio to 12 learning resource centers.
2. Picture phone.
3. Cable TV facilities.

D. Learning centers

1. Repeat Phase II of the learning center treatment for remaining location not included in Phase II.

Functional Areas of the Learning Resource Center

The facilities of the 12 learning resource centers should be designed to accommodate the whole range of media technology and serve those which are to be made available to the students and faculty. The following are major functional areas of the LRC:

1. Individual and group listening stations
2. Small group conference area
3. Individual study spaces
4. Film preview space
5. Microfilm reader space
6. Material production area
7. Materials and equipment storage area

Use of Present Communications Systems to Interconnect Learning Resource Centers

The Educational Telephone Network (ETN), Subsidiary Communications Authorization (SCA), and Statewide Extension

Education Network (SEEN) are communications media for instruction. ETN and SCA were developed by University of Wisconsin-Extension in 1965 as a means of expanding educational opportunities at a minimal cost of Wisconsin residents.

ETN is a private four-wire telephone network that takes the form of a huge party line with a number of parties on the same line. Instead of linking individual homes, it links courthouses, Extension offices, and University of Wisconsin campuses and centers. ETN provides an instant and personalized educational channel for more than 100 Wisconsin communities with 173 specific listening locations.

SCA is a somewhat different concept than ETN. It is an electronic technique that places two or more separate signals onto the channel assigned to an FM station. This technique, called SCA multiplexing, permits an FM station (in this case WHA-Radio in Madison) to send out several signals simultaneously. In order to receive the SCA signal, a special receiver manufactured for the reception of the SCA signal is needed. The receiver is equipped with a special tuner designed to pick out the SCA signal from the main FM signal.

The Statewide Engineering Education Network (SEEN) is another telecommunication method used by Extension. Through use of ETN and an electrowriter, which transmits the written word by telephone, engineers throughout the state are able to meet simultaneously for undergraduate, graduate, or continuing education credit courses.

Utilization and Cost of Systems

The statistics are impressive. There were 1,057 hours of instruction to 100 Wisconsin communities last year with over 13,000 students enrolled in programs. The growth is impressive, and participation has stabilized over the past two years to the point that we are confident that this level of utilization will continue.

The cost per instructional hour for noncredit programs transmitted via ETN-SCA averages out to 14 cents per student hour. This cost reflects only the network production and operation costs and not the instructional materials such as slides and printed materials. The real importance of these educational media, however, is not in the statistical analysis, but rather in the effectiveness of the systems as instructial media.

Budget Summary

Phase 1--Implementation

A.	Learning facilities treatment	
1.	Origination Point -Environmental treatment	$ 15,000.00
2.	Production support and transmission equipment	68,000.00
B.	11 Remote learning resource centers Learning facility treatment	55,000.00
C.	Supportive learning aids	89,740.00
D.	Communication systems	62,260.00
	Total	$290,000.00

Media Utilization Checklists

Telecommunication (Transmission System)	Sound	Picture	Life Graphic	Print	Motion	Recording (Storage System)
Class 1: Audio-Motion-Visual Media						
Television	x	x	x	x	x	Video tape (Cassett)
	x	x	x	x	x	State TV Network
	x	x	x	x	x	Film TV Recording
	x		x			ITFS
SEEN	x		x			Recorded telewriting
ETN-SCA	x					Audio Tape
-In Conjunction with:						
Slide Sets		x	x	x		
Overhead Projection		x	x	x		
Film Strip		x	x	x		
Facsimile		x	x	x		
Teletype			x			Punched paper tape
Motion Picture 8 & 16	x	x	x	x	x	
Print Media						
Teletype (Time Shared Computer)			x	x		
Facsimile			x	x		

Phase 1 Part 2 Supportive Learning Aids

	Accessories		
12 -	Slide projectors	$ 135.00	$ 1,620.00
24 -	Audio cassettes mono	90.00	2,160.00
12 -	Audio cassette stereo -Slide synchronization	150.00	18,000.00
14 -	16 mm Projectors	625.00	8,750.00
14 -	8 mm Projectors (cassette film)	500.00	7,000.00
14 -	Reel-to-reel tape	210.00	2,940.00
12 -	Facsimile units		5,850.00
15 -	Projection screens	135.00	1,425.00
15 -	Overhead projectors	200.00	3,000.00
24 -	AV carts	125.00	3,000.00
30 -	Storage cabinets	225.00	6,750.00
12 -	Micofishe projectors	300.00	3,600.00
	Part II--Total		$ 89,740.00

Part 3. Communication systems

1.	Improvement of ETN-SEEN equipment *(individualize student responses)	$ 31,000.00
2.	Upgrading of transmission system of ETN-SEEN systems for transmission of data. *(secured system for data)	26,160.00
3.	Environmental research Implementation	5,000.00
	Total--Part 3	$ 62,260.00
	Phase 1--Total	$290,000.00

* Cost Factors as of October 1972.

LEARNING RESOURCE CENTERS

Phase 1--Implementation

Part 1--Learning facilities treatment

1. Origination point:

-Acoustical treatment of studio's for ETN-SCA-SEEN programs		$ 6,000.00
-Classroom-studio equipment		5,000.00
-General environmental treatment Treatment--Lighting-- Temperature control		4,000.00
		$ 15,000.00

2. Production support and Transmission equipment

-SEEN control and studio		12,000.00
-SCA control and studio		8,000.00
-ETN control and studio		8,000.00
-System production--control		15,000.00
-Master control room		20,000.00
-Faculty program preparation		5,000.00
		$ 68,000.00

11--Remote learning resource centers

Learning facility treatment

-General facility treatment) -Classroom equipment)	$5,000.00	$ 55,000.00
Total Part 1		$138,000.00

Part 2--Supportive learning aids

Package:

13 - 3/x" Color TV cassette Recorder/players	$1,400.00	$ 18,200.00
15 - Monitor/receivers	850.00	12,750.00

OPERATIONAL PROCEDURES SUBCOMMITTEE

REPORT

December 5, 1972

Subcommittee Members

David Jensen
William Lawrence
Beverly Peterson
Lorne Parker
Norbert Schachtner, co chairman
Millie Seaman
Dwaine Traeder
Douglas Yanggen

PRELIMINARY REPORT OF ETN-SCA-SEEN SUBCOMMITTEE ON OPERATIONAL PROCEDURES

For the purpose of this report the procedures and guidelines will be divided into external and internal operational procedures. The external portion of this report will deal with generalized guidelines determined by the operational committee, whereas the internal report will deal with how the controlled communications systems department as a faculty has worked together in determining the systems of how specifically to internalize and effectively operationalize the committee's recommendations. So in general, the external report will entail general guidelines as operational procedures of the implementation of the guidelines.

Purpose

The basic purpose of this operational procedure is to establish a common understanding of the use of the Educational Telephone Network (ETN), Subsidiary Communications Authorization (SCA), and Statewide Extension Education Network (SEEN) by presenting some guidelines that may be useful to University of Wisconsin-Extension faculty in using the educational systems effectively. The operational guidelines do not attempt to say all that there is to say about using ETN-SCA or SEEN; similarly, some of the statements that are made do not apply to all situations.

Who Can Use the Systems

The types of programs transmitted by ETN-SCA-SEEN systems can be classified in basically three categories:

1. General Programs--This would take into consideration all the programs that are generally offered by University of Wisconsin-Extension departments to students throughout Wisconsin. A formal registration procedure is involved.
2. Medical Programs--Programs transmitted directly to enrolled hospitals in the state.
3. Public Service Programs--By definition, programs in this category do not solicit specific registration. An example may best explain the types of programs that are represented within this classification. The Wisconsin State Legislature posted new plumbing and septic tank codes, which affected all state plumbers and county sanitation officials. To explain the new codes on a county-to-county basis would have been an impossible task. The agriculture economics department of Extension presented a series of programs in conjunction with local county faculty to explain the laws and have the writers of the legislation available for students throughout the state to ask questions. Although no formal registration was taken, counties estimate approximately 1,200 county officials, plumbers, and health officers took part in the program.

ETN-SCA-SEEN is available to all Extension departments after they have obtained approval through usual program

channels. Other agencies and institutions may use the media by requesting it through the University of Wisconsin-Extension faculty members responsible for the subject matter programming in the same subject area. This specifically involves the first two categories. It is the belief of the committee that there are public service and in-service training programs that do not fall under this category and should be available on an hourly charge to agencies within the state of Wisconsin.

Charge for the System

The charge for the use of ETN-SCA-SEEN communication systems is $100 per hour to any outside agency requesting the use of the system in any of the program categories. In the first two categories when programs are in conjunction with outside agencies, the charge for the systems will be billed to the sponsoring University of Wisconsin-Extension academic department. Programs in the third category requested by outside agencies will be billed for the hourly rate directly to the agencies. The $100 per hour fee only covers time rental on the system and does not cover any cost such as production, program materials, etc.

UTILIZATION OF ETN-SCA-SEEN SYSTEMS

One of the major concerns of this committee is reviewing and evaluating the procedures and criteria for use of the ETN-SCA-SEEN systems and establishing reasonable and workable

criteria for utilization of these communications systems.

Assumptions

1. Controlled Communications Systems (CCS) department cannot and should not attempt to make programming judgments.
2. The programming unit must be responsible for determination of the need and program content.
3. CCS can and should provide advice and counsel about the techniques of media presentation, instructional design, transmission reception, environmental considerations, and other related technical questions.
4. CCS should be active in media utilization evaluations during and following program activities.

Considerations--Instructional Design

1. The programming unit should have clearly stated overall objectives and be able to identify target clientele goals with well-defined justifications regarding the use of ETN-SCA-SEEN or other media.
2. The programming unit should have a media application rationale indicating why and how ETN and other media best meet programatic and clientele needs.
3. Cost effectiveness should be a key factor in consideration of the particular media selection.
4. An instructional design should be implemented by the programming unit and the CCS unit early in the programming development.

5. Without an instructional design in conjunction with CCS a judgment will be made to whether the program can be transmitted via ETN-SCA-SEEN systems.

Specific Criteria for Utilization

These criteria are specifically applicable to programs offered in the first two categories.

1. Reservation of time on ETN-SCA-SEEN systems should be made 120 days prior to the initial program. Due to the fact that many Extension programming departments plan their program activities one year in advance, program planning procedure and time reservation has been developed by CCS so that the departments are notified nine months in advance in order that they can tentatively schedule programs on the ETN-SCA-SEEN systems. (See attachment for specific procedures.) During all user meetings schedules are transacted so that there are few conflicts as programming departments negotiate with each other for times on the systems. Any department that cannot resolve its basic conflicts with other departments will be brought before the ETN-SCA-SEEN advisory committee for immediate resolution of the conflict. Criteria to be used by the committee will be based on prior use of the system, longevity, and overall implications of clientele needs. Any department that tentatively schedules time on the system, but does not fulfill this obligation of transmitting programs within that time shall be billed $100

per hour for time scheduled. In the past, departments have scheduled time on the system to hold prime time and then when the 120 days comes up for planning their program they cancel the time thus tying up time on the system that normally cannot be reused for other programming activities. To assure that departments are actually planning legitimate programs a fiscal assessment will be established for departments who are cancelling times scheduled in the spaces.

2. An instructional approval form must be processed and presented 120 days prior to the ETN program and presented to the CCS staff upon the initial instructional design meeting.
3. A design meeting with the CCS staff will be scheduled 120 to 90 days prior to the program. During this meeting the designing of ETN-SCA-SEEN programs will include (1) determining objectives, (2) identifying the audience, (3) planning a production timetable, (4) establishing a media presentation, (5) formulating a budget for the program, (6) establishing registration procedures, (7) planning publicity and (8) setting up program evaluation procedures.

OPERATIONAL PROCEDURES FOR ETN-SCA-SEEN PROGRAMS

Ninety (90) days prior to a program scheduled on the communications systems, a design meeting is held with Controlled Communications Systems (CCS) staff and the programming department. Prior to this meeting, the assumptions made are: 1) that time is scheduled on the system, and 2) that the program meets the criteria established for system use.

Checklist

1. Instructional Approval

   The Instructional Approval Form is initiated by the programming unit and then reviewed and approved by the department chairman and appropriate dean. It is necessary to have instructional approval for all programs, including those without formal registration. With instructional approval, registration is activated.

2. Program Initiation Request (PIR)

   The PIR is an agreement of program arrangements between the Controlled Communications Systems and the programming department. It is written by CCS after the initial meeting and copies of this agreement are sent to the program coordinator, the systems engineer, and the registration office.

3. Program Announcement (PA)

   A Program Announcement is prepared by CCS in conjunction with the programming department and sent directly to all Local Program Administrators (LPAs) at least 90 days in advance of the program. This notifies the LPA of the upcoming program and establishes locations since the LPAs are to respond if they cannot carry the program at their ETN site. The Program Announcement is also sent

to UWEX departments of Public Information and Student Services which establishes formats for publicity and registration. The Program Announcement includes such information as dates, times, department, coordinator, clientele, program description and design, registration procedures, audio-visual materials and equipment, program materials, conveners, and station selection deadline. A response card is enclosed with the PA and requested to be returned within two weeks if the ETN location will not be available. After two weeks, the locations are established and a listing of confirmed ETN-SCA-SEEN locations is sent to the department coordinator and registration office.

4. Promotion and Publicity

News Releases - These are prepared by the office of Public Information and sent to the counties one month before the first program, allowing counties time to localize the releases and send to news media.

Brochures - The office of Public Information will assist the departments in layout, final editing and mailing lists. Six weeks should be allowed to reproduce brochures. In addition, the department should mail a supply of brochures to the LPAs and indicate in a letter to them the clientele groups reached through the department's mailing.

Feature Stories - These will be prepared by the office of Public Information upon request.

Community Programs Broadcasts - Departments have the opportunity to talk about upcoming ETN-SCA-SEEN programs on the weekly Monday morning Community Programs faculty conference broadcast. Call

the Community Programs office at 263-2773 to schedule your presentation. To make use of the Daily Information Program transmitted on ETN-SCA-SEEN from 8:30 to 8:45 a.m., call the Community Programs office at 263-2770.

Other forms of publicity are newspaper ads, posters and fliers containing a listing of upcoming ETN-SCA-SEEN programs each semester.

5. Registration

The office of Student Services (located at 432 N. Lake Street) will process all registrations, fees, receipts, and assignments of ETN-SCA-SEEN locations. All registration materials should be mailed directly to the ETN registration office.

Registration can be mailed directly from the client to the ETN registration office or programming department. The clients may also register at any county Extension office by filling out the application blank attached to the respective program brochure. It will then be mailed to the registration office with the fee. Clients may also register the day of the program. Registration will be taken by the local program administrator and mailed to the ETN registration office.

On a daily basis, the ETN registration office processes the necessary data on all registrations received. A receipt is sent to the client, with copies to the following:

(1) the LPA at chosen listening site

(2) the programming department

(3) Data Processing department

(4) ETN registration files

A letter of explanation on use of the ETN equipment is enclosed with the receipt to each program registrant. The listening location, name of the LPA and corresponding phone number should be shown on each receipt.

All stations are scheduled, pending receipt of registration. A summary of registrations at each location is broadcast the day of or the day before the initial program on the Daily Information Program.

6. Capabilities of ETN-SCA-SEEN Systems

a) Origination Point

b) Remote

c) Taping

d) Direct Distance Dial (DDD)

Production Coordinator, Denton Jones, calls the programming department six weeks before the first program to discuss production requirements and production limitations. Another contact is made one week to two days prior to the program to establish the general format necessary for the production worksheet which is submitted to the studio engineer for use at air time.

EDUCATIONAL TELEPHONE NETWORK (ETN) PROGRAM REQUEST 1973-74

This does not schedule ETN time, but merely requests it. Confirmed dates will be assigned at the December 13, 1972 program meeting.

PROGRAM TITLE _____

CLIENTELE _____

TIME _____ DAY(S) _____

MONTH(S) _____

LENGTH OF SERIES

☐ Once a Week ☐ Twice a Month ☐ Once a Month ☐ Other

NAME (COORDINATOR) _____ DEPARTMENT _____

ADDRESS _____ PHONE _____

PLEASE RETURN BY DECEMBER 8, 1972 to:

CONTROLLED COMMUNICATIONS SYSTEMS
University of Wisconsin-Extension
Radio Hall
Madison, WI 53706

FOR CCS USE ONLY

☐ TIME PLOTTED AND SCHEDULED

☐ TIME CONFLICTS WITH _____

☐ TIME AND PROGRAM CONFIRMED

EVENING TIMES ONLY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Weekly Series and Credit Courses	Semester or shorter series of programs ---twice a month	All Medical	Once a month year long programs 8 series 2 programs per night	

WEX UNIVERSITY OF WISCONSIN-EXTENSION

RADIO HALL, MADISON, WISCONSIN 53706 262-4342 AREA CODE 608

Controlled Communications Systems
ETN-SCA
SEEN
ITFS

October 31, 1972

memorandum

TO: Extension Program Departments

FROM: Lorne A. Parker

SCHEDULE OF COSTS
FOR SPECIFIC RECORDING, PRODUCTION, REMOTE, AND DUBBING SERVICES
MADE AVAILABLE THROUGH CONTROLLED COMMUNICATIONS SYSTEMS FACILITIES

The following criteria should be observed:

1) Supplemental services are available only to those departments using ETN/SCA or SEEN. The materials produced must be related directly to a network presentation.

2) There is no charge for a recording made of a network program. Tape may be supplied by a program coordinator or may be purchased through the CCS office.

3) All services are dependent upon the availability of CCS facilities and personnel. Charges are subject to change without notice.

4) CCS facilities and equipment are not available without a CCS operator.

CCS PRODUCTION & PRODUCTION RATES

Studio Rental..... $7.50/hour

* The rental of the studios includes studio control, operator, and microphone and is highly dependent on the facility's availability.

There is a 1 hour minimum rental charge with additional time in ½ hour segments.

Tape Editing& Assembling..... $5.00/hour

Tape Editing, Assembling, and Mixing..... $7.00/hour

(cont.)

UW-Extension provides equal opportunities in employment and programming.

Dubbing Costs

Charges involve tape-to-tape (either reel-to-reel, reel-to-cassette, or cassette-to-cassette) and are based on program length.

Users of this service may wish to furnish their own tape which, in some cases, may be obtained through University Stores.

Mass high-speed duplicating puts unusual demands on recording tape. It is recommended that advice on tape specifications for this purpose be discussed with CCS personnel. CCS retains the option of refusing tape supplied that will not meet recommended specifications.

No. of Copies of One Program Master

1 - 10 R-R	$1.50
1 - 10 Cassette-C	1.50
1 - 10 R-C	1.50

Costs for over 10 copies of one master may be negotiated

This service does not include master preparation for mass duplication. (Refer to "Tape Editing & Assembling.)

Tape Cost if Purchased through CCS

Scotch #175 - 1200'	$2.00
150 - 1800'	3.02
202 - 1200'	2.58
175 - 600'	1.33
175 - 2500'	5.98
C-60.....(cassette)	1.46
C-90	2.07
C-120	2.91

Remote

50-A ..... $25.00/month (or portion thereof)

Considerations

DDD Charges
Extra Engineers
Remote Equipment
Etc.